HIGHER EDUCATION ADMINISTRATION IN DEVELOPING COUNTRIES
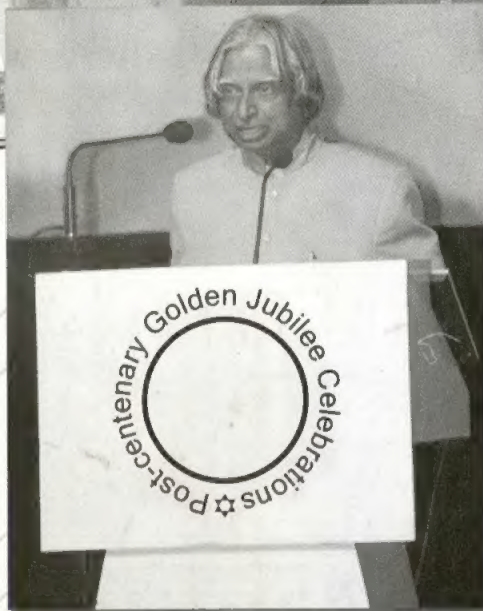
Papers Presented at the International Seminar
on
Higher Education Administration in Developing Countries
February 4 - 6, 2006

Organised by

CALCUTTA UNIVERSITY OFFICERS' ASSOCIATION

Post Centenary Golden Jubilee Celebration

UNIVERSITY OF CALCUTTA
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POST-CENTENARY GOLDEN JUBILEE CELEBRATIONS
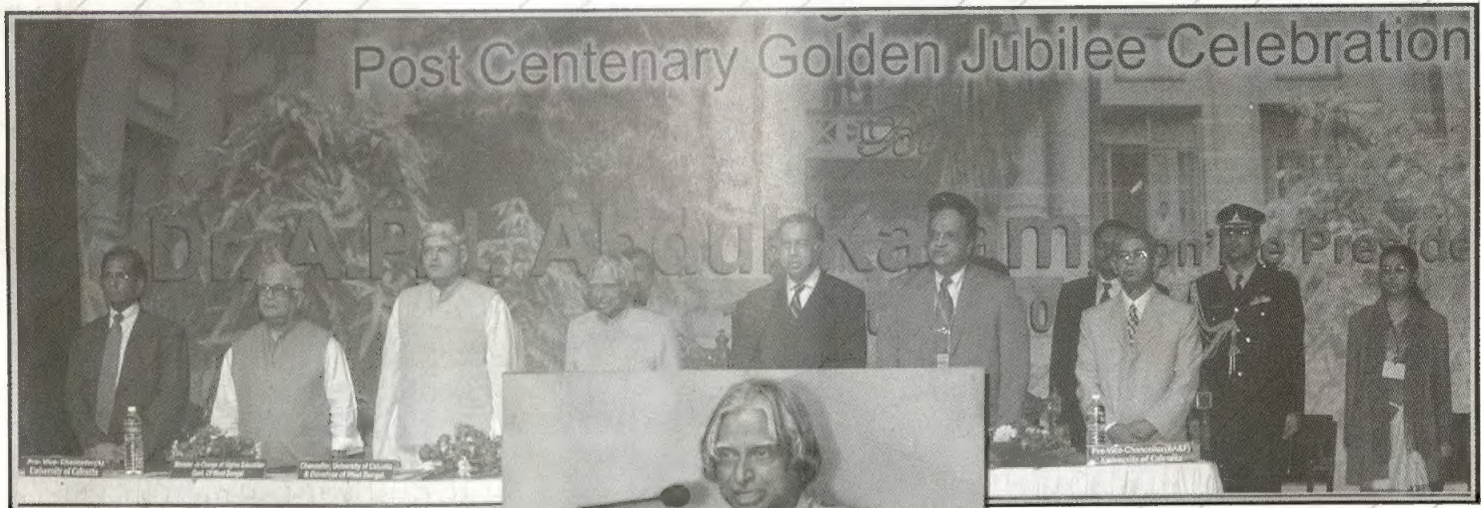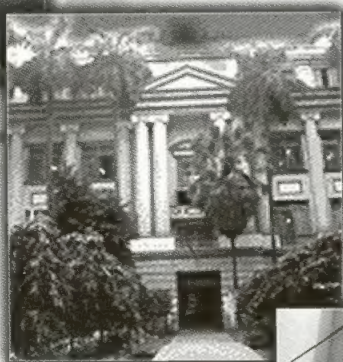
INTERNATIONAL SEMINAR ON HIGHER EDUCATION ADMINISTRATION IN DEVELOPING COUNTRIES

FEBRUARY 4 - 6, 2006

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DARBHANGA BUILDING

THEMES

Globalisation and New Guidelines for Higher Education

Resource Management in Higher Education

Professional Leadership in Higher Education Administration

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কলকাতা বিশ্ববিদ্যালয়ের সার্ধশতবর্ষ উদযাপন

উপলক্ষে রাজ্যপাল – আচার্য শ্রী গোপালকৃষ্ণ গান্ধীর বক্তৃতা (১৭. ০১. ০৬)

প্রতিষ্ঠার সার্ধশত বছরে কলকাতা বিশ্ববিদ্যালয়ের আচার্যের উচিত বাংলায় বক্তব্য রাখা। আমি তাই বাংলাতেই বলছি।

দেড়শ বছর আগে ১৮৫৬ সালে লর্ড ডালহৌসী ভেবেছিলেন যে পাঞ্জাব এবং কয়েকটি রাজন্য শাসিত রাজ্য দখল করে তিনি এদেশে ব্রিটিশ রাজের শাসনভিত সুদৃঢ় করেছেন। তিনি ভেবেছিলেন আরোপিত ভৌগোলিক ঐক্য জাতির আত্মপরিচয়কে মুছে দিতে পারবে। পরের বছর ঐতিহাসিক ১৮৫৭ সালে ব্রিটিশদের অনুমান ভুল প্রমাণিত হল।

সেই রকম একটা আলোড়িত সময়েই কলকাতা বিশ্ববিদ্যালয়ের জন্ম।

একশ বছর আগে লর্ড কার্জন ভেবেছিলেন যে বঙ্গভঙ্গের মাধ্যমে আরোপিত ভৌগোলিক বিভাজন ঘটিয়ে ভারতবাসীদের জাতীয়তাবাদী পরিচয়কে দুর্বল করে তোলা যাবে। কিন্তু তিনিও ভুল অনুমান করেছিলেন।

পঞ্চাশ বছর আগে ১৯৫৬ সালে, আমরা ভেবেছিলাম যে ভাষার ভিত্তিতে রাজ্যগুলোর পুনর্গঠন মানুষের আকাঙ্ক্ষাকে পূরণ করবে। আমাদের অনুমান খানিকটা ঠিক ছিল। কিন্তু ভাষার চৌহদ্দি ছাড়িয়ে বহু রকম দাবীর প্রতি আমাদের নজর দিতে হচ্ছে এবং এখন আমরা আরও নানারকম প্রশাসনিক অংশের দাবীর সম্মুখীন।

১৫ পঁচিশ বছর আগে ১৯৯১ সালে, অর্থনৈতিক সংস্কারের এক নতুন যুগের উদ্ঘাটন করা হয়েছিল। নবতর প্রেরণা ও শক্তির মাধ্যমে এই নবতর সন্ধার ভারতকে পরিবর্তিত করার কাজে ব্যাপৃত। কিন্তু এ সত্ত্বেও এখনও সমাজের মধ্যে রয়ে গেছে বঞ্চনা এবং অসাম্য।

আজ ২০০৬ সালে এই ঐতিহ্যবাহী বিশ্ববিদ্যালয় ভারতকে কী বলবে? কী সতর্কবাণী সে উচ্চারণ করবে?

কিছু জ্ঞানী এবং বিখ্যাত মানুষদের আমরা বলতে শুনেছি যে আমাদের শিক্ষাপ্রতিষ্ঠানগুলো world-class নয়। আমি জানি না আন্তর্জাতিক মান কি। আমি এ সম্বন্ধে বিশেষজ্ঞ নই। কিন্তু আমি অন্তত এটুকু জানি যে আমাদের শিক্ষাব্যবস্থাও অনেক আন্তর্জাতিক উচ্চতার মানুষ তৈরী করেছে - যেমন জীবিতদের মধ্যে ড. আব্দুল কালাম, ড. মনমোহন সিং, আমাদের আচার্য অমর্ত্য সেন ও মহাশ্বেতা দেবী। কিছু মানুষরা চান যে আমাদের বিশ্ববিদ্যালয়গুলো পণ্যায়িত হোক, যাতে এমন এক প্রজন্ম তৈরী করা যায়, যারা তথ্যপ্রযুক্তির বিপ্লবকেই এগিয়ে নিয়ে যাবে। তথ্যপ্রযুক্তি বিপ্লব আমাদের প্রয়োজন। এই বিষয়ে কোন সন্দেহ নেই। কিন্তু আমাদের নিজেদের রাজে আমরা যেন ব্রিটিশ রাজের ভুলটা না করি। তারা চেয়েছিলেন মাদ্রাজ, বোম্বাই, কলকাতা সর্বত্র কালি-কলম ব্যবহারকারী এক করণিক প্রজন্ম গড়ে তুলতে, মুক্ত এবং মুক্তিদাতা ভারতবাসী নয়। কিন্তু ব্রিটিশরা এখানেও ব্যর্থ হয়েছিলেন। এই তিনটি বিশ্ববিদ্যালয় থেকে শুধুমাত্র করণিকরাই বেরিয়ে আসেন নি, মহান ক্রান্তিকারীরাও বেরিয়ে এসেছিলেন। আর আমরা যেন এক ডিজিটাল করণিক প্রজন্ম গড়ে না তুলি, যারা হবেন ভারতের বাস্তবতার থেকে বিচ্ছিন্ন। কারণ আমাদের এখনও মুক্তি প্রয়োজন - মুক্তি প্রয়োজন উপজাতি ও দলিতদের নানাবিধ দুর্দশা থেকে, মুক্তি বঞ্চনা থেকে, মুক্তি নারী ও শিশুদের অসহায় অবস্থা থেকে, মুক্তি অপুষ্টি থেকে, মুক্তি বেকারী থেকে, মুক্তি যুবসমাজের হতাশা থেকে, যেটার সুযোগ নিচ্ছে রাষ্ট্রবিরোধী অশুভ শক্তিগুলো। ডিজিটাল করণিকরা নিজেরাই মুক্তিদাতা হতে পারেন, যদি আমাদের বিশ্ববিদ্যালয়গুলো নতুন প্রজন্মকে দেশের বাস্তবতার সঙ্গে যুক্ত করতে পারেন।

কামনা করি এই বিশ্ববিদ্যালয়ের ভবিষ্যৎ ছাত্রছাত্রীরা যেন পণ্য করার ব্রতে নয়, জীবনকে পূর্ণ করার ব্রতে উদ্বুদ্ধ হয়।

Foreword

I am glad that as part of the Post-Centenary Golden Jubilee Celebrations of University of Calcutta, an International Seminar on 'Higher Education Administration in Developing Countries' is being organised by Calcutta University Officers' Association. Administrators and academicians from different parts of the country and abroad will participate in the Seminar.

I am confident that the deliberations of the Seminar will help the participants to keep abreast of the recent developments in higher education administration in developing countries.

I convey my best wishes for the success of the Seminar.

PROFESSOR ASIS KUMAR BANERJEE

VICE-CHANCELLOR
University of Calcutta
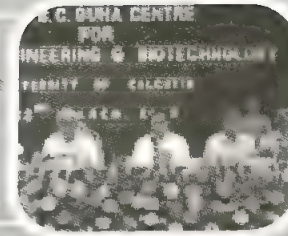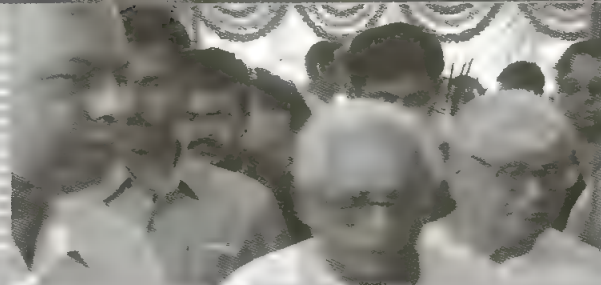
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University of Calcutta

Post-Centenary Golden Jubilee Celebrations

International Seminar on Higher Education Administration in Developing Countries

Organising Committee

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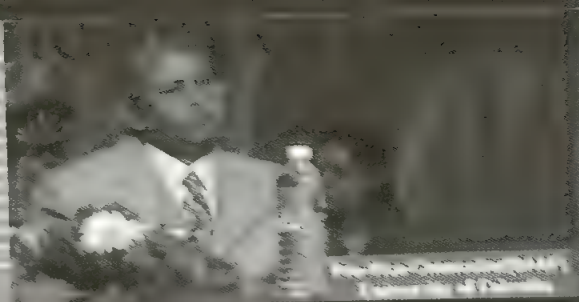
Organising Committee

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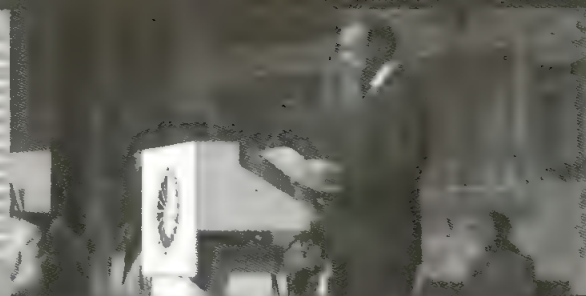
On the 150th Year of Calcutta University, we the officers of the University are organising an International Seminar on 'Higher Education Administration in Developing Countries.' All of us know that in this modern age of information technology and globalisation, the management science got its highest importance. For educational institutions the knowledge would not be disseminated without proper administrative assistance.

The Calcutta University has its glorious experiences of the devoted, modern, scientific, administrative steps. With this glorious experiences of our past, we the members of the Calcutta University Officers' Association took the venture of this International Seminar for interaction of the ideas with the scholars and researchers of this field and to exchange the experiences of the learned administrator-colleagues coming over across the world.

In this liberalised, privatised and globalised world, when we call developing countries, actually we mean the underdeveloped rather poor countries, where 80% of the population are living below poverty line, where only 5% population are getting the benefits of higher education. We can get the present scenario of higher education in India from the table below

Year	Colleges	University	Students	Teachers
1950-51	750	30	2.63 lakhs	0.24 lakhs
1990-91	7346	177	49.25 lakhs	2.72 lakhs
1996-97	9703	214	67.55 lakhs	3.21 lakhs
1998-99	11089	238	74.17 lakhs	3.42 lakhs
2004-05	14000	250	100.00 lakhs	4.00 lakhs

Standing on this soil and time, when we are sending satellite in the space, on the other hand lakhs of people are not getting even a drop of pure drinking water. It is for poverty, it is for ignorance, it is for our societal discrimination and economic classification. And it is our tragedy and also it is our wealth!

We, the academic administrators in developing countries are facing many challenges - the challenge of competition, challenge of quality, challenge of existence, and the challenge of modern infrastructural facilities-particularly the rural-based universities, pro-people universities, where education is not for only profit-value but for better human-values.

It is with profound gratitude, I express my thanks to all the authors who have taken pains in bringing out their enriched experience and thoughtful ideas which pertinently reflected in their papers. We look forward for enriching this knowledge with many more who would be gathering at the Calcutta University on 4 February and also going through this publication.

At the end, all the tireless efforts made by each and every officer of Calcutta University are greatly appreciated.

(Nitish Biswas)
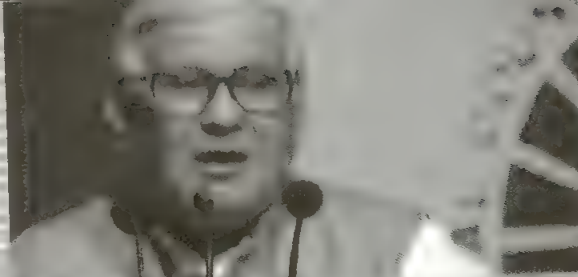
From the Desk of The Convener

Higher education is considered to be the backbone of a knowledge society. It assumes perhaps a greater role and significance for the developing nations while striving for their need to cope up with the rapid pace of globalisation, modernisation as well as upliftment of the individual society. The universities are the units primarily entrusted with and responsible for producing and disseminating knowledge that can bring about the desired social changes and thus meaningfully contribute to the cause of nation building. For realising the objectives of higher education, in general, and of the universities and other academic institutions, in particular, the issue of academic governance is of utmost importance, especially in order to achieve the avowed goals and meeting the expectations of the society to a justifiable proportion within a given time frame.

The focus of the present International Seminar is thus essentially on the "Higher Education Administration in Developing Countries". We have attempted to highlight three core themes keeping our focus on the various aspects of educational administration. They are:

(i)   Globalisation and New Guidelines for Higher Education
(ii)   Resource Management in Higher Education
(iii)   Professional Leadership in Higher Education Administration

In this endeavour, we invited papers from those who have a professional interest in the themes of the seminar that included elected representatives, officials of national and international higher education organizations, education planners, researchers etc. It is a matter of immense pleasure in announcing that we have received an overwhelming response not only from the different States within India but also across several countries, such as Pakistan, Sri Lanka, Philippines, Vietnam, Kenya and Iran. We have also received letters and emails from a number of education professionals from countries like Bangladesh, Nepal, Thailand, Germany and USA who could not submit papers only due to their pressing time schedule. In all we are publishing in our seminar volume twenty-six abstracts of papers and reports that have lucidly dealt with the themes of the current International Seminar. We also desire to bring out a web-volume soon after the seminar wherein the full papers will be hoisted.

We are also extremely indebted to the Keynote Speakers who are all specialists in the fields of planning and governance of higher education and stalwarts in the higher education administration in India.

We are very hopeful about the outcome of this International Seminar. That it will enrich all of us by way of learning from mutual experiences and presentations is a certainty. Going one step further we wish to create a platform for the practitioners in higher education across the developing nations to build up solidarity and understanding in their professional work that will usher in a new horizon of symbiotic development of efficacy and potential development.

I take the privilege in welcoming you all to this International Seminar on "Higher Education Administration in Developing Countries" organized by the Calcutta University Officers' Association in the post centenary golden jubilee year of the University of Calcutta.

(Joydeep Sil)
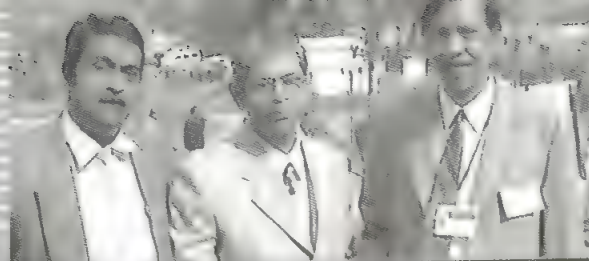
Editorial

'Editing is tough business, and the task gets doubly daunting when there is an 'impossible deadline' to meet. But editing is also marvelously educative, because it's only the editor who reads everyline.'

I have enjoyed editing the proceedings of the International Seminar on 'Higher Education Administration in Developing Countries' organised by Calcutta University officers' Association. But more seriously, I feel happy and privileged that my Officers' Association asked me to edit this publication.

There are around thirty five papers received by us written by the experts from all over the country and abroad covering a wide range of topics from Globalisation of Higher Education, Resource Management and Professional Leadership in Higher Education Administration and finally twenty eight papers are selected for publication. I thank all authors for their submissions of papers, and their co-operation at every stage. We are delighted to see a sizable number of academics contributed paper from Sri Lanka, Pakistan, Kenya, Vietnam, Phillippines and other Asian Countries.

In spite of our best efforts to categorise the articles under respective themes, few overlapping still remained due to the elaborate treatment of contents by the authors in their articles.

We are sure that the volumes would prove to be a useful addition to the literature on higher education administration for the benefit of academic administrators, scholars, students, policy-makers in facing the challenges of higher education administration in developing countries. A CD version of the volume is being brought out separately.

At the end, I wish to greatly appreciate the candid support received from academics, professionals and authorities of the University in our endeavours besides all my colleagues who extended whole hearted support, co-operation and help in compilation of this volume.

I also compliment Brainware Consultancy Pvt. Ltd. for timely executions of the printing work.

(Soumitra Sarkar)

Historical Overview of The University

Throughout the first half of the nineteenth century the then British rulers of the country were coming to realize the need for establishing modern universities in India, partly in their own interests and partly as a result of the efforts of a small group of liberals within the ruling classes who genuinely wished to spread modern education among the Indian masses.

In 1845, the Council of Education, which then consisted of F.Millett, James Alexander, C.C.Egerton, Rassomay Dutt, Prosunno Coomar Tagore and Dr. F.J.Mouat, formulated a proposal for the establishment of the University of Calcutta. The University of Calcutta was to consist of a Chancellor, a Vice-Chancellor and Fellows. The Governor-General of India was to be the Chancellor and Visitor of the University. There would be four Faculties. The Chancellor, the Vice-Chancellor, and the members of the Faculties were to form a body politic and corporate to be known as the University of Calcutta.

In July 1854, the Court of Directors of the East India Company sent a 'despatch' to the Governor General of India in Council suggesting the establishment of the Universities of Calcutta, Madras and Bombay. In pursuance of the despatch, the University of Calcutta was founded on January 24,1857 by the incorporation of an Act of the Legislative Council (Act No. II of 1857).

Sir James William Colvile was appointed the first Vice-Chancellor of the University of Calcutta. The Lieutenant Governors of Bengal and North-Western Provinces, the Chief Justice of Bengal, the Bishop of Calcutta and members of the Supreme Council of India, all for the time-being, were to be ex-officio Fellows of the University of Calcutta. Twenty-nine Ordinary Fellows were also nominated. The Governor-General-in-Council also laid down certain directions regarding the appointment of the Registrar of the University and the examiners for different examinations. The Senate was directed to promulgate the rules proposed by the Committee and approved by the Government and frame such others as might be considered necessary.

The University Act , Act No. II of 1857, was passed by the Legislative Council and received the Governor-General's assent on 24 January, 1857. The University of Calcutta was brought into existence even before the Act received the formal assent of the Governor General. The first meeting of the Senate was held on 3 January, 1857. The Vice-Chancellor and twenty-two Fellows were present. The Senate appointed Colonel W. Grappel, Professor of Jurisprudence, Presidency College, as Registrar of the University for two years.

Though the first meeting of the Senate was held on 3 January, 1857, the University did not immediately come to have a habitation of her own. Towards the end of 1872, at a cost of Rs. 4,34,697, the Senate Hall came into being. It was formally entered by the Senate of the University on 12 March, 1873, on the occasion of the Annual Convocation ceremony, led by the then Vice-Chancellor, E.C.Bailey and the Chancellor, Lord Northbrook.

On 13 March, 1875, Vice-Chancellor Bailey remarked in his Convocation Address that time had arrived when the University itself might very properly, within its means, assume, to some extent, actual teaching of the highest character. It was only in 1917, however, that all post-graduate teaching in Calcutta was centralized under the direct and immediate control of the University itself.
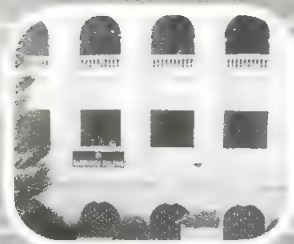
Soon after the University had come into the possession of and settled down in its own habitat, an addition of Rs. 3500 from the surplus of the receipt of the University for the year 1873-74, was made to the Library Fund , the nucleus of which had already been formed by the donation of Rs.5000 by Joykissen Mookerjee of Uttarpara. From the closing balance of the financial year 1875-76, an addition of Rs. 1500 was made to the Library Fund. A valuable collection of the publications of the Early English Text Society was also received as gift during the year. Thus was laid the foundation of the Library, which has today grown into what may be called the University Library system consisting of a Central Library and Departmental Libraries in the different University Campuses.

The Hon'ble Justice Gooroodas Banerjee became the first Indian Vice-Chancellor of University of Calcutta in the year 1890. Sir Asutosh Mookerjee was the Vice-Chancellor for four consecutive two-year terms (1906-1914) and a fifth two-year term (1921-23). To this day Sir Asutosh remains the most illustrious Vice-Chancellor in the history of this University. It was during his tenure that the University reached a pinnacle of glory as an educational institution of the finest quality.

The decade of the 1930's is also significant in the history of the University. Shyamaprasad Mukherjee, who became Vice-Chancellor in August 1934, took up the helm of the vessel which his illustrious father Asutosh Mookerjee had launched on its historic voyage. The Central Library of the University was shifted from the Darbhanga Building to the newly built third floor of the Asutosh Building to accommodate the swelling number of books and readers. Within a few years the Calcutta University Press brought out a large number of books written by a galaxy of distinguished authors on various branches of learning.

In 1934, a proposal was mooted to establish an art gallery and museum in connection with post-graduate studies in Ancient Indian History and Culture. It took shape and form in 1937 when the Asutosh Museum of Indian Art was opened in the Western Hall of the then Senate House. Today Asutosh Museum is one of the richest University Museums in India.

Pioneering Role in Nation Building

Very soon after its establishment, the University of Calcutta began to provide the intellectual foundations of Indian nationalism. Since then, over time, the University has played a vital role in the development of India's nationhood not only by spreading progressive social ideas and values but also by establishing the ability of Indian researchers to carry out advanced scientific and technological research and, at the same time, by re-discovering the great philosophical, cultural and literary heritage of the country.

A very large number of distinguished names light up the pages of this glorious history. In fact, this number is so large that a complete listing of all these great teachers and researchers and distinguished alumni of the university is virtually impossible.

Yet it is hard to desist from mentioning in this context the names of C.V. Raman, Jagadishchandra Bose, Prafullachandra Ray, Satyendranath Bose, Meghnad Saha, Sisir Kumar Mitra, Jnanchandra Ghosh, Sarvepalli Radhakrishnan, Suniti Kumar Chatterjee, Surendranath Dasgupta and Nihar Ranjan Roy. Rabindranath Tagore was a Visiting Professor at the University of Calcutta for some time. Among the graduates of the University appear such names as Bankim Chandra Chatterjee, Narendranath Datta (Swami Vivekananda), Subhas Chandra Bose and Amartya Sen.

Present Achievements

a. **NAAC with a FIVE STAR status**

In 2001 the University has been accredited by NAAC with a FIVE STAR status

b. **Calcutta University Among WORLD' S TOP 500**

Every year the Institute of Higher Education, Sanghai Jian-Tong University, China, has been publishing a list of the world's top 500 institutions of higher learning (universities, research institutes, etc.). The most recent list is now available on the Internet under the heading "Academic Ranking of World Universities, 2005". University of Calcutta is the only University from India (indeed the only University from the SAARC region) to appear on the list. The other institutions from India on the list are the Indian Institute of Science, Bangalore, and the Indian Institute of Technology, Kharagpur. It may not be out of place to mention some important facets that make this ranking more worthwhile. First, the methodology that has been employed to arrive at the ranking ensures that the exercise is almost exclusively focused on the current state of affairs at the Universities and little, if any, credit is given to heritage or past laurels. Secondly, research, as evidenced by publication in world-class journals, has received more attention than any other activity.

University of Calcutta Recognized by the UGC as a University with Potential for Excellence

In December 2005 the University of Calcutta has been recognized by the UGC as a 'University with Potential for Excellence' (UPE). At present, there are only eight other Universities in the country which have been given this status.

Present Position at a Glance

A   **65 PG Departments**
       192 Affiliated Colleges

B   **Student Enrolment per year**

PG : 5,500 (Approx.)

UG: 100,000 (Approx.)

C   **Faculty Strength: 710**

D   **Research at the University of Calcutta**

(i) Doctoral and Post Doctoral Research

(ii) Research Centres

(iii) Research by Faculty members

   □   Research Projects
   □   Research Publications

i **Research for Doctoral Degree**

Ph. D. Programmes in all the 65 PG Departments

Ph.D. Committees have external experts

No. of Ph.D.s:

- 171 in 2004
- 167 in 2003
- 124 in 2002
- No. of post doctoral Fellows : 38

ii a **Research Centres on UGC Funding under the Special Assistance Programme**

- Centres for Advanced Study : 3
  (Radiophysics and Electronics, Chemistry and Botany)
- Departments of Special Assistance : 6
- Departmental Research Support : 6
- COSIST/ASISHH Programme : 1

ii b **Research Centres Established with UGC Assistance during the Tenth Plan**

- Centre for Social Sciences
- Gandhian Studies Centre

ii c **Other Research Centres**

Centres with funding from agencies other than UGC:

- S.K. Mitra Centre for Space Environment (funding by ISRO)
- Centre for Photonics (funding by DRDO)
- Peace Studies Research Centre (funding by Ford Foundation)
- B.C.Guha Centre for Genetic Engineering & Biotechnology (Endowment Fund)
- S.N. Pradhan Centre for Neurosciences (Endowment Fund)

iii a **Research Projects:**

- Total No. of Ongoing Research Projects : 266
- No. of Research Projects started in 2005 : 91

iii b **Publication of Research Papers :**

- Total no. of research Publications (including books) during the last 3 years: 4000 (approx.)
- No. of Papers published in refereed journals published from outside the University during the last 3 years: 1800 (aprox.)

E **Patents**

- No. of national patents obtained during the last 3 years : 15
  (Three of these are also U.S. patents)

F   **Research Collaborations with Other Institutions**

Institutional-level MOUs with :

- ☐ International Rice Research Institute, Philippines.
- ☐ Chongbuk University, South Korea.

G   **Department-level Collaborative Research Projects (22 nos.)**

Examples:

- ☐ Boston University
- ☐ Max Planck Institute
- ☐ Rutherford Appleton Laboratory
- ☐ Chinese University of Hong Kong
- ☐ University of Brussels
- ☐ Humboldt University
- ☐ CERN. Geneva
- ☐ TIFR
- ☐ BARC
- ☐ Uppsala University, Sweden

Collaboration Proposals

Uppsala University, Sweden
Hamburg University, Germany
York University, Canada
Monash University, Australia

University Campuses

The University has a number of campuses spread all over the metropolis and its suburbs. The various departments, both teaching and administrative, located therein are mentioned below:

Asutosh Siksha Prangan
87 / 1 College Street, Kolkata - 700073

Darbhanga Building

- Office of the Vice-Chancellor
- Office of the Pro-Vice-Chancellor (Academic Affairs)
- Office of the Registrar
- Office of the Controller of Examinations
- Office of the Engineer
- BCW Cell
- Estate & Trust office

Asutosh Building

Teaching Departments
- Arabic & Persian
- Bengali Language & Literature
- Commerce
- English
- French
- Hindi
- Languages [Foreign]
- Library & Information Science
- Linguistics
- Pali
- Sanskrit
- Urdu

Administrative Office and Service Centres
- Office of the Secretary, Faculty Councils for Post-Graduate Studies in Arts & Commerce, Social Welfare and Business Management
- C.U. Canteen • Sales Counter
- Students Amenity Centre

Chhatra Bhavan

Hardinge Building
Teaching Departments
- Film Study Centre
- Journalism & Mass Communication
- Tamil Studies

Administrative Office and Service Centres
- Office of the Registrar (Establishment Section/Meeting Section)
- Manuscript Library

University Campuses

Centenary Building

Administrative Offices and Service Centres
- Office of the Pro-Vice-Chancellor (BA & F)
- Accounts Office
- Asutosh Museum
- Board of Discipline
- Board of Residence
- Cash Section
- Centenary Auditorium
- Central Library
- Office of the University Librarian
- Office of the Inspector of Colleges
- Controllers Department
- Employment Information and Guidance Bureau
- Govt. Audit Department
- Office of the Secretary, Councils for Undergraduate studies
- Internal Audit Department
- Sports Office

Rashbihari Siksha Prangan
92 Acharya Prafulla Chandra Road, Kolkata - 700009

Teaching Departments
- Applied Mathematics
- Bio Physics Molecular Biology & Genetics
- Chemical Engineering
- Chemical Technology
- Chemistry
- Electronic Science
- Physiology
- Polymer Science & Technology
- Psychology
- Radio Physics & Electronics

Administrative Offices & Service Centres
- Office of the Secretary, Faculty Council for Post-Graduate Studies in Science, Engineering and Technology, Agriculture and Veterinary Science
- Campus Journal Library
- Electron Microscope Unit
- Girish Vidyaratna Lane: Annexe of the Department of Radio Physics & Electronics
- Industry Institute Partnership Cell • Placement Cell
- University Science Instrumentation Centre

Taraknath Siksha Prangan
35 Ballygunge Circular Road Ballygunge, Kolkata - 700019

Teaching Departments
- Agriculture
- Anthropology
- Atmospheric Science
- Bio-Chemistry   (Including Bio- Technology &   Environmental Science)
- Botany
- Genetics
- Geography
- Geology
- Human Rights
- Marine Science
- Pure Mathematics
- Statistics
- Zoology

University Campuses

Administrative Office
• Office of the Assistant Secretary, Faculty Council for Post- Graduate Studies in Science, Engineering & Technology, etc.

University Guest House

Hazra Road Campus
51/1 and 51/2 Hazra Road, Kolkata-700 019

Teaching Department
Law

University Press And Book Depot
.48, Hazra Road, Kolkata - 700019

Sahid Khudiram Siksha Prangan
1, Reformatory Street, Alipore, Kolkata - 700027

Teaching Departments
• Ancient Indian History & Culture
• Archeology
• Business Management
• Education
• History
• Islamic History & Culture • Museology
• Philosophy
• Political Science
• Sociology
• South and South East Asian Studies

Centres
• Centre for Urban Economics
• Gandhian Studies Centre
• Peace Studies Research Centre
• Women's Studies Research Centre

Administrative Office & Service Centre
• Office of the Assistant Secretary, Faculty Council for the Post-Graduate Studies in Arts, Commerce, Social Welfare and Business Management
• Campus Library

B. T. Road Campus
56A, Barrackpore Trunk Road, Kolkata - 700 050

Teaching Department
Economics

V. L. College of Home Science Campus
20B, Judges Court Road, Alipore, Kolkata -700 021

Teaching Department
Department of Home Science

University Health Service
Goenka Hospital, 145, Muktaram Babu Street, Kolkata -700 001

Haringhata Campus
Ionosphere Field Station, P.O. - Mohanpur, District- Nadia

Baruipur Campus
Agricultural Field Station, P.O.- Baruipur, Dlistrict-24 Pgs (South)

Dhakuria Lakes
University Rowing Club

Maidan
University Ground and Tent
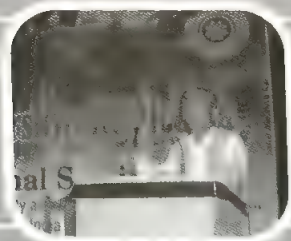
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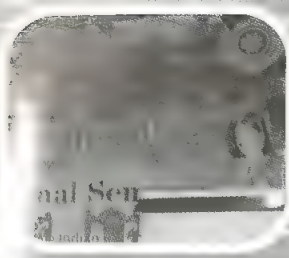
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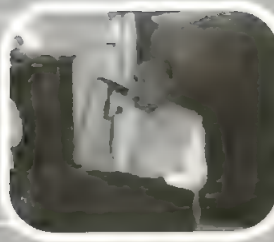Room 19, Building 6, 207 Giai Phong Road, Hanoi, Vietnam,
E-mail : vhoanh75@yahoo.com

Globalisation and New Guidelines

for

Higher Education

Globalization and New Guidelines for Higher Education With Special Reference to Sri Lanka.

A D Harris
Registrar
Eastern University, Sri Lanka

ABSTRACT

It has been reported that in the 1800's, rich countries were only four times as rich as the poorest countries on the African continent and only two times as rich as most Asian countries, whereas in 2002, the rich countries of the world were 400 times richer than the poorest in the world and 10 times richer than most Asian countries. It has been clearly demonstrated that one of the main factors of economic growth in East Asia is its rapid growth and development in higher education. Today in the developed countries, 'brick' universities are turning into 'click' universities with the advent of Computers and Internet. Therefore, the development of tertiary education is of strategic importance for the economic and social development of countries. It is an undeniable fact that great universities are engines of social and economic advancement.

Three key trends are apparent in this new millennium: 1) globalization, where the world is becoming increasingly interconnected and hence more intensely competitive; 2) the advancement in telecommunication technology that has become a major catalyst to the globalization movement. Technology change, which requires individuals to continually learn and re-learn skills to adapt to the changes, and 3) a knowledge-based economy, in which intellectual capital is expected to become the main basis for competitive advantage. It is increasingly recognized by countries across the world that a nation's economic prosperity is intimately tied to its stock of human capital, and its human capital depends on the quality of education. The quality of education provides not only individual benefits, but also the ability to acquire the social conscience necessary for the creation of a better society.

In the present emerging global economic context, developing countries like Sri Lanka need to achieve a high measure of economic efficiency and productivity in order to be able to compete in world markets, and a growing stock of high level manpower and skills is required to effectively manage this transition. Higher education is naturally a critical instrument in this process, and hence a priority area within the overall education system.

Governments across Asia, as elsewhere, have recognized these trends. Educational reforms during the past decade have led to higher education institutions (HEIs) being granted greater autonomy. What university autonomy means varies greatly from country to country. In China , public universities are now required to generate at least 50 per cent of their revenues themselves. In Malaysia, public universities have already undergone changes towards becoming 'corporatized universities'. The Malaysian government now allows universities to borrow money, enter into business ventures, set up companies and set their own tuition fees. In Thailand, the 1999 National Education Act provided for all becoming autonomous existing public universities. The Commission on Higher Education (CHE) has developed Thailand's Long-Range Plan for Higher Education Development (2000-2014), in which internationalization of Thai higher education is one of the main emphases. Japan has prepared plans to make all public universities to be incorporated and run as autonomous universities.

University education in Sri Lanka is offered by 15 public universities with an enrolment of 40,000 students,

and an open university with an enrolment of 20,000 students. This represents a participation rate in university education of less than 3% of the age cohort, placing Sri Lanka in sharp contrast to higher education rates in other South and Southeast Asian countries.

Elsewhere, including Sri Lanka, public university systems have been struggling to meet demand in many emerging fields, while at the same time producing surpluses of graduates in fields for which there is little demand, and the consequent phenomenon of 40% of recent graduates being unemployed. Other critical challenges facing the higher education system in Sri Lanka are the growing need for quality assurance, the lack of initiative to reform managerial and administrative practices, widespread concerns about quality and relevance, and resource constraints on the expansion of a higher education system dependent on state funding.

This study has been undertaken based on the administrative experience gained in Sri Lankan Universities, study visits undertaken to British, Indian, Thai and Malaysian Universities and International Seminars attended in the UK, India and Thailand by the Researcher.

The study examines the product of 'Higher Education' in the globalisation process and its importance in the emergence of the knowledge economy in Asian Countries with special reference to Sri Lanka.

The study shows that the Universities in Sri Lanka have limited options available. We have to make higher education in Sri Lanka economically viable, globally competitive and market oriented. These goals can be achieved only by policy reforms, funding the universities based on performance measured on the basis of student numbers, quality and employability of graduates, income generation etc. This will motivate the academics and the university community to be more sensitive to the national needs.

Education Management and Privatizing Professional Education

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ABSTRACT

This article deals with the changing scenario and educational management alternatives of globlization and privatizing professional education.

The higher education system has been experimenting with management approaches to deal with challenges and changes that arising from different factors, such as changes in academic disciplines and new instructional methods, and external factors such as population growth (Indian population 102.7 crore, 2001) and diverse international students market requirements. Non -University institutions and establishment of open universities and distance learning system have been particularly important initiatives .

Higher education cannot be kept out of the state concern. There is a huge private demand for higher education, which needs to be met with public budget along with private financing, thus encouraging private investment. The system of higher support came later in the form of grants. So, a state of complete confusion and disorder has been arisen in higher education system in the name of privatization and globalization.

In fact, the ongoing process of privatization of higher education is the most important attempt to return to the earlier system of management of higher education by private enterprises thereby not responsible for the state of its responsibility in the provision and financing higher education. In that sense privatization could be considered as a process of denationalization and chaos.

Of course , for those looking for challenges of management in higher education as a field, the future is not going to be a disappointment . May be at the end of the first decade of 21st century, management of higher education worldwide would have changed beyond recognition. Every administrator is required to behave like a shrewd politician.

The emergence of global IT revolution has brought fastest ever changes in all walks of life in an unprecedented manner. The pace of liberalization, privatization and globalization (LPG) is remarkable and has tremendously influenced various dimensions of management of higher education.
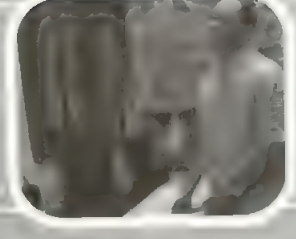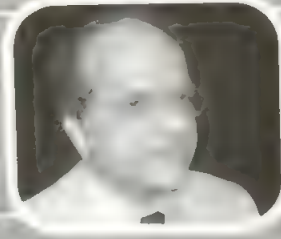
Globalisation and New Guidlines for Higher Education

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ABSTRACT

The following points will be highlighted

1.   **What Globalization is**

2.   **Causes responsible for the process of globalization**

3.   **What is GATE**

4.   **What is our existing conditions in Education**

5.   **What opportunities are likely to be offered by the Globalization**

6.   **What challenges are likely to be posed by the process of Globalization**

7.   **Policy options and Guidelines**
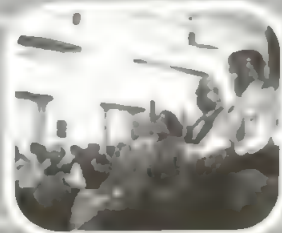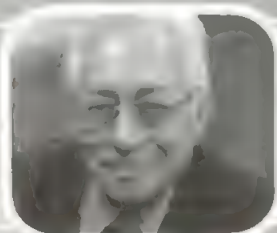
Globalization of Higher Education in India in the wake of GATS : A Challenge to the Indian Universities

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The policy of liberalization - privatization - globalization adopted by the Government of India (GOT) in the last decade gave rise to a significant change in almost all spheres of the socio-economic system of the country. The higher education sector is not an exception. Already the private sector has been allowed to set up institutes particularly in technological and management education area. The decision of the GOI to become a party to the General Agreement on Trade in Services (GATS) of the WTO opens the gate of India before the foreign higher educational institutions to have their commercial presence in our country. No doubt a rigorous competition has taken place among the providers of higher education which poses a threat to the so called State-aided universities and institutions in the matter of their growth and survival. At this critical juncture, a basic question is hovering in the minds of the academicians as well as the administrators of the universities and of the government also as to how the Indian universities would be able to co-exist with their foreign as well as private counterparts in a befitting manner in future. This is the high time for profound pondering over the issue because an indifferent attitude towards this situation may degrade the status of higher education to a marketable commodity in near future, help the foreign and private agencies in dominating the higher education sector of the country and thereby cause a threat to the educational sovereignty of the country.

The forthcoming sections of the paper are devoted in discussing the challenges presently faced by the Indian universities, the threats and opportunities likely to be witnessed by the Indian universities under the regime of GATS , the strategies to be taken by the them with a view to combating the threats through utilization of the opportunities and the role of the government in this regard.

Challenging situation faced by the Indian Universities:

Since independence the functions of the Indian universities have become wider and wider due to a substantial expansion in the higher education sector of the country in terms of the number of colleges, the number of disciplines and courses, the number of students pursuing higher education and research work and the number of teaching faculties and research guides. Their responsibilities are no longer confined to prescription and periodic revision of syllabi and curriculum, conducting examinations, awarding degrees, diplomas and certificates, settling unending grievances from staffs and students and fighting increasing number of court cases. The globalization of the economy, advancement of science and information technology, revolution in communication network etc. have thrown challenges to them in respect of their competency in the field of communication of knowledge, creation of new knowledge and extension of knowledge. The declaration adopted by the UNESCO at the World Conference on higher education for the 21^s Century held in Paris in October, 1998 recognized that everywhere higher education is faced with challenges and difficulties relating to finance, accessibility, equity, enhancement and preservation of

quality in teaching, research and extension, relevance of programmes, employability of graduates and governance of institutions. The following issues need to be addressed as the major factors causing a challenging situation today before the universities:

Managing quantitative expansion caused by increasing demand for higher education and ensuring access to various segments of population is an important challenge of the day. At present in India only 6% of the eligible population is getting enrolled in various courses of the universities whereas the corresponding figures in most of the developed countries are much higher (e.g., 100% in Canada, 80% in USA, 50% in France and 30% in UK). Every nation should have a target to increase this ratio in order to produce competent and capable human resources which are key factors for its all round development. But the existing infrastructures of the Indian universities are too poor to cater to the needs of higher enrolment ratio.

The existing curriculum and pedagogy of most of the Indian universities are outdated and not in conducive to the socio-economic needs of the day. As reported in the GOI document "Challenges of Education - The Policy Perspective, 1985" , the whole process of higher education is warped and disoriented, and has become dysfunctional producing large number of unemployable youths. While in the advanced countries a large proportionate of the college going population (about 70%) are interested in professional education, in India still 83% of the total students are enrolled in general / traditional courses. It is the lack of opportunity for professional and job-oriented courses in most of the universities which fails to rouse any interest for such education in the mind of the students.

Poor teaching quality, poor research quality and poor quality of infrastructure are also the major concerns of the universities. Complaints come from the corners of the students and research-scholars that many teachers lack commitment in taking classes regularly, guiding the researches properly and participating in the extension programme seriously. Many universities don't have their academic calendar and if it is there, it is not properly observed. Inadequate hostel facility, poor library facility, sub-standard laboratory, high student-teacher ratio, non-availability of study materials, unhealthy condition of the class rooms etc. are also some of the reasons behind frequent agitations of the students, their guardians and research-scholars of the country.

Universities in many parts of the country are badly mismanaged. They do not open even for a minimum period of 180 days in an academic session as required by UGC. There are irregularities and delays in admission process. The principles of secrecy, sanctity, fairness and impartiality expected in the examination process are violated. Reasonably a question arises in the minds of all concerned as to whether the universities with this kind of sordid state of affairs do proper justice to the students community. About 90-95% of the total fund required by the State-aided universities conies from the government grants and aids which are dwindling day by day due to the fiscal deficit budget of the government. About 70-80% of such grants are spent on disbursement of salaries to teachers and staffs. In consequence, the universities are to suffer from snow-balling financial resource crunch which is aggravated by spiraling prices of goods and services. As the universities cannot ignore their social responsibility and do anything that may adversely affect the interest of economically deprived class of the society, they are not in a position to improve generation of their own fund through enhancement of the scale of fees from the students.

The educational institutions all around the world are facing an increasing pressure to use the Information

and Communication Technologies (ICT) to make the students knowledgeable and skillful according to the demands of the 21st century. Unfortunately, most of the State-aided universities cannot think of introducing ICT based courses as having sound financial base is a pre-requisite for introduction of the same. As a result, the students are either going abroad or getting admission in the private institutes of the country.

Intensifying the challenges through entering into GATS & resulting threats:

When the above issues bring most of the universities of the country to the threshold of danger regarding their existence in future, the GOI, instead of extending its hands of co-operation for their -rescue, has done such a thing which made the atmosphere more challenging and more uncertain. In 2005 the GOI has inaugurated an era of international trade in services including education by signing the GATS. It is true that under the changing scenario of the world no country can remain in isolation and all countries are required to interact with each other for brining about all-sided educational development. But it is equally true that the WTO, while agreeing to sign GATS, perceived education as a "tradable or marketable goods" with a lucrative profitability in the developing countries like India. Now the question is whether education is looked as a "public service" or a "commercial good" by the GOI. Since India is a welfare State and the Indian Constitution acknowledges education as a fundamental right of her people, the government cannot shirk off its responsibility of supporting higher education. Just like law and order or military defence, the benefits of higher education are enjoyed by the nation as a whole and not merely by the consumers of education. From this point of view also, the primary responsibility of providing higher education should rest with the government. But, unfortunately, the GOI has decided to gradually withdraw itself from subsidizing the higher education sector with a view to lessening the pressure on its exchequer. As a party to the GATS India has opened her higher education sector to the foreign agencies so that they can market their courses and curriculum in India through the following four different modes prescribed under the GATS:

(i) Cross Border Supply i.e., supplying educational services by a country across its border to other country through different devices like conventional distance education mode, audio-video learning materials, e-learning, virtual class room teaching, etc.

(ii) Consumption Abroad   i.e., consuming educational services by a student by moving from one country to another,

(iii) Commercial Presence i.e., providing education by a country through establishment of a center, campus franchisee or twinning programme in another country,

(iv) Presence of Natural Persons i.e., supplying education in other countries through sending teachers, researchers, scholars and other resource persons to those countries on assignment basis.

But commercialization of higher education has not been welcome by the academic community all over the world. The "Joint Declaration on Higher Education and the General Agreement on Trade in Services" signed by four important international bodies of the academicians on 28 September,2001 vehemently opposed the idea of trading in higher education. Many reasons are there to apprehend that the higher education in India

shall be exposed to a high degree of uncertainty and perils due to the advent of commercialization within the framework of GATS. Some are enumerated below:

- While framing the contents of any course and curriculum, the domestic universities are expected to keep in view the national interests, cultural heritage, values, socio-economic needs of the country, etc. But the education provided by the foreigners may not be in consonance with those factors. The entire process of educating our future generation will be determined by the multinational education-traders or amorphous international forces.
- One of the important functions of the universities is research which may not have market value or utility but which is fundamental and invaluable for the growth of the human knowledge. Under commercialization of higher education only the researches having immediate market value will be encouraged at the cost of the fundamental research which will be detrimental to the growth of human knowledge and growth of the nation also.
- The "non-discrimination" principle of GATS requires a country to treat the foreign service providers (i.e., foreign universities) in the same manner as the domestic service providers (i.e., Indian universities) are treated in respect of funding, subsidies, concessions etc. In that case the GDI will be forced to distribute its limited resources among the native as well as foreign universities and the quantum of government funding to the native universities would be too scanty to serve any purpose.
- With the reduction of public funding, the Indian universities will be compelled to open more courses with enhanced fees structure and shut down the courses with lower fees structure. As a result, the access to higher education will depend on the financial capability of a student rather than his / her intellectual worth.   Moreover the education provided by the foreign institutes is likely to be expensive and only those coming from financially well off families will be able to take it. This may not help the country to provide access to higher education to a larger percentage of the students which is very much imperative for acceleration of the growth rate of the country.
- The increased competition with the foreign service providers may force the Indian universities to reduce their fees to attract more students. This may weaken the financial health of those institutions and ultimately they will have to face difficulty in competing with the financially sound foreign universities and will feel a sense of uncertainty about their future.
- There should be an international cooperation based on non-profit delivery in the field of higher education. But this is totally ignored by the profit oriented commercial competition promoted by the GATS. So the objective of cooperative international collaborations for promotion of knowledge is defeated.
- Increased commercialization in the field of higher education will lead to cost reducing measures which may lead to increased work load at a reduced salary, contractual appointments, lowering the retirement benefits of the teachers, officers and non-teaching staffs and so on. This can be extremely harmful to the morale of all classes of the university employees.

✎ Many university level institutions are there in developed countries like USA, UK etc. which have no academic credentials and whose only motto is profit earning through trading in education. There is a number of fake universities in many western countries which are trying to enter the higher education sector of the developing countries. Some of the Indian universities have already made a tie up with these institutions. This will seriously damage the prestige and position of the Indian universities and also the future of the students' community,

Opportunities under the GATS - a ray of hope to the Indian universities:

We are still in a gray area as regard the extent of India's commitment towards commercialization of higher education as a partner of the GATS. But the very fact that WTO has a target of accomplishing maximum liberalization of trade in certain specific services including education through a progressive manner and also a target of decreasing the extent of barriers that block the growth of such liberalization makes it clear that a continuous pressure from the advanced countries is cast upon India to provide full access to the foreign providers to her higher education market. However, the Indian universities should have no reason of becoming pessimist about their future. In this critical juncture, they should have to take positive and rational approach in order to utilize the opportunities available under the GATS. India has to decide whether she should remain as an importer of higher education only or develop herself as an exporter of higher education also. Part - II of the Xth Plan Profile of Higher Education in India published by UGC spells out that it has taken a three-pronged strategy in respect of the export of Indian higher education - (i) allowing the Indian universities to open foreign campuses, (ii) reservation ot 1 y/o seats 111 me universities for the foreign students and (iii) joint collaboration of Indian and foreign Universities in the field of higher education. A number of avenues are open before the Indian higher educational institutions to reap the benefits of globalization and commercialization of higher education:

✎ India has a great potential to attract international students for higher education for a number of reasons like lower cost of higher education and lower cost of living in India as compared to that of many developed countries, use of English as a medium of higher education by most of the Indian institutions and a great demand in the international job market for the students educated in India. The Indian universities should have to exploit this opportunity to attract international students through implementing various measures such as online admission, establishing international students center for sorting out their problems regarding visa, fellowship etc., improving infrastructure in the university campuses including hostel facilities, providing health insurance and so on. As the tuition fees charged on a foreign student is five times that of a domestic student, admitting more foreign students will enable the Indian universities to earn more internal revenues.

✎ MOUs can be signed by the domestic universities with their foreign counterparts covering exchange of students and teachers. A domestic university may introduce "Study abroad" programmes in collaboration with a foreign university under which the students of one university may attend one or two semesters at the other university. Universities should identify the areas of their strengths and weaknesses and undertake exchange programmes that will further their strengths and improve the areas of weaknesses. International research centers may
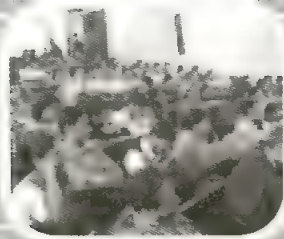
be established by the Indian universities where exchange of knowledge can take place among the scholars, researchers and visiting professors of different countries.

✎ Indian institutions may open their campuses in the foreign countries. But the success and the financial viability of such foreign campuses shall depend not only on the quality of education imparted by the institutions but also on an unmet need in the host country for the courses offered by the institutions. For example, there is a large number of non-resident Indians in most of the countries in the middle east who arc not satisfied with the quality of higher education offered by the institutes of those countries. This presents an opportunity for an Indian university with adequate resources to open its campuses in one or more of those countries.

✎ With the development of information and communication technologies, the Indian universities may engage themselves in "cross border supply" of higher education through conventional distance education mode using printed and audio-video learning materials, e-iearning and virtual class room teaching. This approach is financially less risky, can be implemented within a shorter period and can be very broad based.

Policies & strategies for utili/ation of the opportunities to combat the threats of GATS:

In the light of the above threats and opportunities of globalization of Indian higher education, all persons having direct and indirect interest in the effective functioning of the Indian universities should give a serious thought to the policies and strategies which ought to be taken well in time in order to ensure dignified existence of the Indian universities in the competitive world. Some of the strategies may be as follows:

• The universities should have to revamp their curriculums so as to make them relevant to the socio-economic needs of the country and up-to-date in content. More professional, market-oriented and cost-effective courses are to be launched by the universities for having internationally acceptable status.

• It is obvious that the education importing countries will be more attracted by an education institution having academic excellence and providing quality teaching. The present method of teaching by chalk and duster should be replaced by the new teaching pedagogy making use of audio-visual teaching aids and other tools of technology.

• Proper consideration should be given to the need for development of the infrastructures of the universities. Their buildings, classrooms, laboratories, libraries, hostels, etc. have to be of international standards.

• A schematic plan for attracting foreign students should be designed by way of attractive fees structure, awarding scholarships/ fellowships, providing medical insurance, availability of computer and internet, cultural recreation, sports infrastructures, transport facility, educational tours, etc.
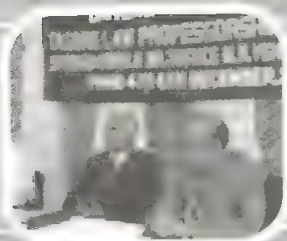
- In the changed circumstances consequent upon globalization, the universities should develop a system of placement and public relations.
- Most of the universities of our country are still lagging behind in terms of research. Although about 11,000 Ph.D. theses are being produced every year in those universities, most of the research topics have no relevance to the needs of the society. A two-pronged strategy is required to improve the quality of research. The budgetary allocations for research need to be increased substantially. At the same time, the research must be socially and economically more relevant which calls for a greater interface between universities, research institutions and various sectors of the society like industry, agriculture, etc.
- To adapt themselves to the competitive environment, the Indian universities should have to be financially sound and for this they should strive for increasing the internal accruals or earnings, rationalization or downsizing the maintenance and overhead expenditure, optimum utilization of their existing resources and generation of further resources.
- Indian universities may form consortium which would help in establishing more viable and feasible campuses abroad with their pooled financial and human resources, eliminating the competitive relations among themselves and strengthening their capacity to compete with their foreign counterparts. They can form consortium with foreign universities / institutions to undertake major educational projects, develop new teaching and learning methodology and carry out R&D activities. This approach will help in developing mutually recognized courses which will obviate the need for the students to go through qualifying examinations for jobs and further studies.
- Formation of a consortium with the industries having in-house R&D activities would enable the academic institutions to incorporate the industrial knowledge and experience in the education system. Such knowledge can be made globally applicable and distributed among the students around the world.

Role of the Government:

Although in pursuance of its policy of liberalization, privatization and globalization the GOI is gradually withdrawing itself from shouldering the responsibility relating to social services including education, it should not forget the very fact that the State may loose its sovereignty in the field of education had it remains totally aloof from what is happening in this field. The government should have a vital role in the following areas for ensuring a healthy atmosphere conducive to the growth and development of the native universities within the framework of the GATS:

- There should be a transparency in the government policy of commercialization and internationalization of higher education. Before accepting any offer or proposal regarding trade in higher education from the WTO countries, the government should arrange for proper assessment of the impact of the proposal on the access of the common students to higher education, their financial capability, quality of education, employment conditions and so on.
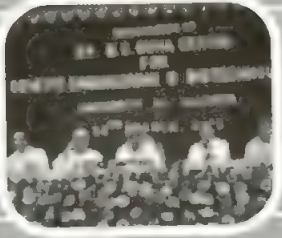
- The government should formulate a national policy so that Indian higher education at the helm of globalization can make us more innovative, enrich our culture, ethics and values, use science and technology to improve quality of living and thinking and, above all, can produce true global citizens. A regulatory mechanism must be established by the government in order to ensure that the functioning of the foreign service providers is in consonance with that national policy.
- In order to prevent entry of unscrupulous players (i.e., fake universities and private institutions with doubtful credentials) in the field of higher education, the government may take the help of many regulatory bodies like UGC, AICTE, NCTE, NAAC, the Bar Council of India (BCI), the Medical Council of India (MCI),etc.
- The State should provide more financial and administrative autonomy to the universities through making necessary amendments in the relevant Acts and Statutes.   The universities should be given freedom in preparing their budgets, identifying areas of resource generation and mobilization, framing their academic programme, conducting research and extension activities, framing suitable schemes ensuring participation of students in various types of curricular and co-curricular activities and so on. However, at the same time measures should be taken to ensure that the universities do not indulge in any such act as may lead to violation of general laws of the land relating to protection and promotion of public interest.
- The Government should set up a Competent Technical Committee to carefully examine and create uniform fee structure that will without burdening the students from poor backgrounds sustain the native universities. Such uniform fee structure shall arrest the unhealthy competition among the native universities.
- Universities should be encouraged to adopt quality in their academic and administrative approach. There should be a process of assessment of their strengths and potentialities and identifying their weaknesses and lacunae. Presently, NAAC is there to carry out the process. Proper arrangement should be there for providing financial incentives to the universities accredited by such agency.
- Higher education is a dynamic phenomenon and, therefore, no university can face the challenge of globalization unless its teaching and learning process is well integrated with research. The government should provide more support to research activities in the universities through its agencies like DST, DRDO, DBT, CSIR, ISRO, etc.
- The concept of Higher Education Development Finance Corporation needs to be brought into reality. It would help in providing venture capital to the universities to embark upon innovative teaching and learning programmes. It would also create a base for soft loan system for the students.
- It should be the onus of the GOI to extend initial financial support to the domestic universities in their attempt to overcome the perils of GATS and for this the GOI should have to devote a larger percentage of the GDP towards development of the universities.
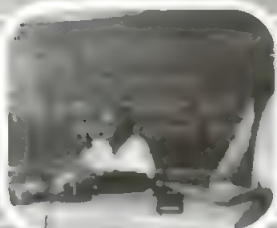
Conclusion :

There is no reason to apprehend that the Indian university system will be collapsed in the wake of GATS. Our country has a very long tradition and glorious history of providing higher education. In ancient India the great institutions like Nalanda and Takshashila universities were of international repute. Even today India is globally recognized as a culturally and intellectually rich country. Some of the universities in India are still comparable to the best in the world. The other universities also have potentiality to place themselves in a dignified position in the competitive market. They can manifest that potentiality, if not individually through a concerted effort, by adopting the aforesaid measures. The lesson of the history of civilization states that when change is inevitable it should be the wise decision of an organization to exploit the best opportunities of the change through a vigorous and sustained response thereto and then only the organization deserves a prospective future. Indian universities must realize this eternal truth and should undertake an endeavour to respond proactively to the changing scenario. Keeping in view the global demand for higher education, with Asia and Africa being the biggest markets for higher education, India should not miss the opportunity. This is the crucial moment when by virtue of her international reputation in education, science and culture India can take well planned and well coordinated strategies to hold a lead position in the global market of higher education.

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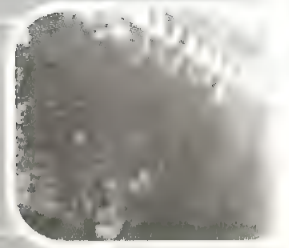
Redefining Higher Education on account of Globalization

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ABSTRACT

The future of countries would be largely determined by their abilities to compete in a global market where industrial based economies are giving way to knowledge based industries. Higher education is vitally important to all nations, given the critical role of education in economic, cultural and social development.

The global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions with the increased development of transport and communication. Rapid developments in technology and communication are forcing changes within educational systems across the world as ideas, values and knowledge, vital to education, cross nation states and boundaries. As economy progresses, techniques alter rapidly.

Globalization has shrunk the world into a global village and there is a need that the higher education has to evolve into more meaningful to meet the new challenges. It represents a significant threat as well as a substantial opportunity to the economies and educational systems. One of the manifestations of Globalization is the emergence of the Virtual University.

Education is a dialogue between the past, present and the future and Universities are places of ideals and idealism. Higher education is a critical factor and must be part of any development strategy. It is an important investment in human capital essential to economic growth as it lays emphasis on the training of skilled manpower, market forces requiring "marketable products" and consequently on "specialization" contributing to a knowledge-based society in many ways.

The demand of the emerging global society from the enterprise of education is quicker, cost-effective production of 'global citizens'- 'intelligent people with a broad range of skills and knowledge' excellently equipped for employment in ' a competitive, information based techno-driven environment.'

The cycle of knowledge creation, distribution, learning and utilization is becoming shorter leading to a need for continuous qualification of the workforce and an update of the learning content.
New curricula reflecting novel content, learning objectives, teaching methodology, certification and relevant learning process need to be designed. Radical changes in the system of examination need to be done making education reality-oriented and learner-centred. Changes are being called for in the way we think about the role of both instructor and student.

Within both the distance education and general education framework, new standards are being defined based on a student-centred curriculum, increased interactive learning, integration of technology into the educational system, and collaborative study activities.

Higher education is being seen as a commercial product like any other commodity now and has now reached the global marketplace. The core missions of higher education - to educate, to train, to undertake research and to provide services to the community - must be preserved, reinforced and further expanded. The search for quality is indispensable for a policy based on merit. Countries need to develop a new learning culture, a culture of lifelong learning for all.

e basic mission of universities is to carry out research and provide education based on it. We are in the midst of a true revolution in higher education, a revolution that has the potential to profoundly change our understanding of the role of the university. Globalization of higher education can provide people with opportunity to meet international market demand and develop cooperative working environments.

Globalization and Quality Assurance in Higher Education

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ABSTRACT

Higher Education is in the priority list under 'Public Education Sector'. After globalization, the Govt. of India has opened 'Higher Education' sector to the private including the foreign providers.

The present Educational system as described by WTO can be divided into five parts –

    a) Primary education
    b) Secondary education
    c) Higher Education
    d) Adult Education
    e) Other Education

It is needless to mention that major changes in conditions affecting the context of higher education give GATs a potentially critical role in higher education around us. These are

    I.   Globalization in educational sector specially in higher education
    II. Improvements in technology, and
    III. Increased competitions in higher education

In the past, the idea was education to a large extent is a govt. function but now the scenario and the thoughts have totally changed. Most of the countries in the world permit private educational institutions to co-exist with public educational system. Although higher education has been internationalized for a very long time but Globalization in the education sector have considerably modified the environment in which the higher-education establishments must function.

Globalization is a generic term and it can be defined in varies ways depending on the context. The definition description given by Knight and de Wit (1997) appears to be the best operational one for any discussion pertaining to higher education in this context. According to them, Globalization "is the flow of technology, economy, knowledge, people, values, ideas ... across the borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities." To cope with 'Globalization', the higher education system has to re-orient its structure and function besides enlarging the scope of its provisions to meet the challenges of Globalization. This re-orientation process is termed as Internationalization. Internationalization of Higher Education is one of the ways a country responds to the demands of globalization.

Thus, the terms 'Globalization' and 'Internationalization' are to be seen as distinct but linked concepts so far as the higher education is concerned. Globalization is the cause and the internationalization is the effect in response.

The globalization of economies brings in the mobility of knowledge workers and seekers across the world in volume unprecedented in the history. If a particular country cannot produce the graduates with the skills that employers want, especially in areas like information technology, then the employers in that country may seek the employees from wherever they are available. This need not necessarily mean an influx of skilled
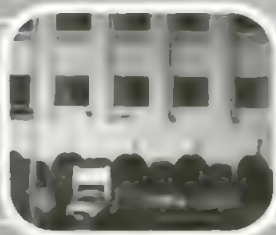
labour into that country. There are already examples of employment in the 'knowledge based industries' moving to the workers rather than the workers moving. Whether the employer moves or the potential employee moves, the mobility will be dependent on the quality and standards of the qualifications offered by the educational institutions. Ensuring the quality and standards of the educational offering will constitute the first step towards internationalization of higher education. This in turn would involve restructuring of the contents, duration, quality and standards of educational offerings in line with the broad frame of higher educational systems in vogue in most of the countries of the world. Fortunately, ensuring the parity of the content and the duration of studies with those of others may not be a major problem since the qualification framework followed in most of the countries by and large fall into a common pattern, though there may be some extent of conceptualization to the national culture, language and values. This is largely due to the fact that the higher education system-universities and colleges - throughout the world are patterned after the medieval European model by the historical accident. Almost all the third world countries have had their institutions built on the pattern in vogue in the countries of their European rulers. On the other hand, the issues of quality and standards are the main concerns, and they need to be ensured to internationally acceptable levels through careful planning.

The way the foreign universities are making higher education in India through the information centres and/or by tying-up with the private organizations to maintain their commercial presence, they have successfully generated a demand for themselves in India in the field of Higher Education. Under the present scenario the existing public education institutions are facing a challenge from all corners specially, from quality aspect. Customer satisfaction is the key for upgrading quality, as without full customer satisfaction it is not possible to increase market share.

In this context, Quality Assurance (QA) mechanism becomes important. The Quality Assurance processes, whether it is assessment, academic audit or Accreditation used to assess and accredit the educational institution/programes should also conform to the international practices. In addition, they should broaden their focus to the international norms instead of the national context to which they are presently oriented. With an effective and acceptable mechanism of Quality Assurance at the national level, reorienting them towards assessing the educational system for the international stakeholders may not be difficult. The reorientation of the quality assurance exercises and the outcome would in turn ensure the recognition of the qualifications across the national borders in the long run.

The issue of quality assurance has become the focus of many institutions to enhance quality of education. Quality assurance is a Philosophy and a process in which all the functions and activities of an institution shall be treated equally, planned, controlled and implemented in a systematic and scientific manner.

Quality Assurance can be achieved through effective internal management involving effective utilization of human resources, system, facilities, finance, and the development of positive corporate culture. The success of quality assurance in an organization depends on the total commitment of the management.

In this article an attempt has been made to establish the importance of quality assurance in the face of strong challenge from globalization in higher education.

Modernisation of Higher Education in View of Present Day Globalisation

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ABSTRACT

With the advent of globalisation the economic, social, industrial and cultural environment of In
changing at a very fast rate. Globalisation has introduced intense competition, huge access to inf
, modern communication facilities and fast growth. One very important component of achievi
growth is significant development in human resources. Utilisation of modern technological compo
achieving fast economic growth coupled with access to huge volume of information and variability of so
conditions and availability of communication facilities need fast and effective development of hum
resources. Other related inputs in this direction are sensitisation to prevailing social conditions, overal
environmental conditions and consciousness for health.

Thus, in order to meet the challenge posed by the various factors mentioned above, the Higher Education
needs a thorough review. Here one thing is very important that we should not opt for change for only
change's sake. Because till today we have achieved a lot through existing system. However, we have to
galvanise the existing system through introduction of modern tools and concepts. Here, one aspect must be
kept in mind that while individual excellence should be appreciated, sense of teamwork must be
encouraged and introduced. For many of our activities today we need teamwork and it has been observed
that many excellent workers are not good team men and many average workers can achieve excellence
through team work. While this is true, an area which will increasingly have impact on industrialisation is the
need for lesser number of people with a higher level of education, for both production and services.

One very important aspect which has to be considered for improved higher education is the socio-economic
implications of the technological change. This will bring about a radical transformation of the industrial
society as we know it today. This will also need a change in organisation structure from the hierarchical to
the functional.

Thus, the present day higher education has to introduce the following concepts through course setting,
specialised training and innovative examination structure:
- Goal Setting
- Communication Skill
- Personal Development
- Art of Remembering
- Meditation, Relaxation and taking care of health
- Clarity of thought
- Performance Evaluation

The present paper deals with each of the above and how they can be integrated in the overall course
material of higher studies.
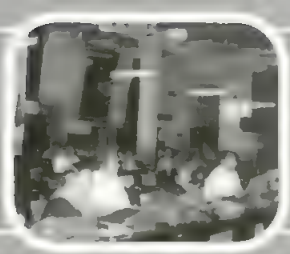
the World Bank took a decisive step in this direction by organizing the First World Conference on ...cation for all (the Jomtien Conference) at Jomtien, Thailand, in March 1990. The Jomtien Conference ...t the groundwork for intervention by the international funding agencies in national educational structures ...t processes.... The Jomtien Conference marked the beginning of the phase of increasing abdication by the Indian State of its Constitutional obligation towards education of the nation's children in favour of the for...s of the global market. It also marked the beginning of the erosion of the role of Parliament in policy f...mulation as well as of the Planning Commission and the Ministry of Human Resources Development in formulating the agenda of Indian education and its priorities.

...e Jomtien Conference was followed by the Education for All Conference in New Delhi (1993) of nine high ...tion countries of the world under the sponsorship of the World Bank. The nine countries included ...sh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. This conference set the ... or designing the internationally funded programmes in developing countries.

...clude by juxtaposing the two standpoints, which seemingly differ from each other but in ...e, supplement each other. Ashok Kolaskar and Rajyalakshmi Kolaskar are of the opinion that ...ation of industry has started fifty years back and has been accelerating in the last five years. ...ion on globalization has occurred in the last ten years because of the advances in information ...ication technology. Economic globalization was initiated at the regional level through consortia s... G-8 countries, EU, ASIAN, and SAARC etc. Continuation and convergence of all these ...n process needs an integration of the myriad world cultures into the multicultural society of a ...ge.

...tegration is possible only through globalization of higher education. India, which is culturally and intellectually rich, needs to take a major initiative in this direction. If India does decide to make globalization of higher education as an initiative of national importance, a national policy should be formulated that encompasses and provides a general framework for all the aforementioned aspects of globalization of ...ducation. Individual institutes should initiate globalization only if they view it as the future of the ...nd draft a long-term policy. Thus, it should be independent of the person at the helm of the affairs. ...ct of globalization can be disastrous if the long-term goals are formulated without consideration to ...cal conditions. Each institution thus, needs to customize the national policy for its purpose and implement it. Through globalization of higher education, India can emerge as a leader in the identified sectors and help in bringing about global peace (Behar: 243-4).

On the other hand S.C. Behar observes that this is the right time, to deeply and comprehensively deliberate upon the pros and cons of internationalizing education. The Association of Indian Universities deserve acclaim for taking up this theme for deliberation in its annual conference (Behar: 6)

In our opinion the choices before us are complex in nature. In the end, we shall have to balance the interest and needs of those who lack the resources to secure meaningful and good education at all levels. And on the other hand the interest and priorities of those who take the lead in developing the productivity and wealth of the society.
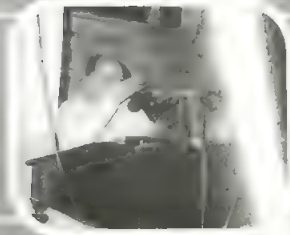
The implications are clear while market oriented approaches strategies and systems will have to be accommodated in the new context of globalization. The Indian state will have to play a very significant and high-profile role in making education available to all the weaker sections of the Indian society and equally importantly in determining the objectives, the priorities, resource allocations of our education. The Indian state as guided by the aspirations of all the sections of the society must continue to act as a primary policy maker, monitor and judge of our educational endeavors at all levels.

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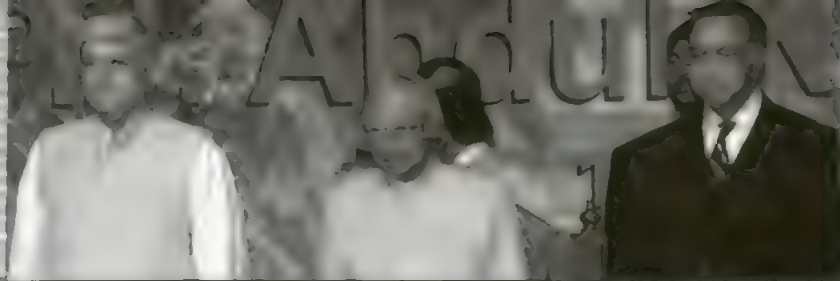University .News Vol. 41, No.39, 2003 pp. 1-5 and 10

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THEME - 2

Resource Management

in

Higher Education
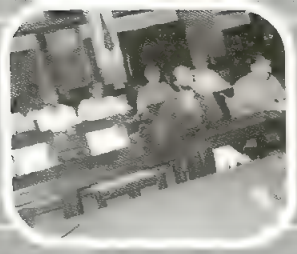
Budgeting Process In Universities; Case Study of United States International University (USIU)

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ABSTRACT

Budgeting process/control consists of the establishment of budgets relating to the responsibilities of executives to the requirements of a policy, and the continuous comparison of actual with budgetary results, either to secure by individual action the objective of that policy or to provide a basis for its revision.

The general objective of the proposed study is to study the budgeting process model at United States International University. The specific objectives are (i) ascertaining the role of budgets and budgetary process at the University, (ii) identifying the stages in the budgeting process, (iii) ascertaining the administration procedures of the budgeting process, (iv) Ascertaining the extent of human dimension in the budgeting process, (v) identifying major organizational constraints towards the budgeting process, if any, and (vi) to suggest ways of overcoming such constraints.

Budgets and budgeting control are of immense importance to organizations. Drury (2001) gives the benefits of the budgeting process as performance evaluation, planning, decision making, control, coordination, policy formulation, motivation and management by exception.

Literature review will be devoted to the critical examination of the research studies previously conducted in this area. It includes literature on the importance of budgets and budgetary process, stages in the budgeting process, level of participation in the budgeting and target setting process, administration procedures of the budgeting process, human dimension in the budgeting process and constraints in the implementation of budgeting process. The limitations of the previous researches will also be summarized.

The research design will be a case study. Case study research is selected because it has the capability of uncovering causal paths and mechanisms, and through richness of detail, identifying causal influences and interaction effects which might not be treated as operationalized variables in a statistical study. Specifically, snapshot case studies will be used as it is detailed and provides an objective study of one research entity at one point in time.

...lation of this research study will be the departmental heads and assistants at United States ...ational University who are in charge of budget preparation and implementation. The population under ...dy will also be the sample. By taking the whole population for the survey, the disadvantages of sampling method will be eliminated.

Whereas primary data will be obtained with the help of questionnaires, interview schedules and follow up telephone calls, secondary data will be obtained from various books and literature on the related field and ...s from institutions that have in place an established budgeting process.

...y will be done before framing of the interview schedule and questionnaires. Pretesting of the ...naires followed by requisite revisions and consultations of experts will be done in order to eliminate ...ities and discrepancies, and to increase the reliability and validity of the questionnaires. The ...naires, with an official letter cover assuring the respondents of confidentiality and the need to express ...nions will be personally administered on the 15 departmental heads and their assistants at the

...data collected from the respondents will be analyzed using Statistical Package for Social Sciences (SPSS) and Microsoft Excel spreadsheet program for the structured questions. A number of statistical techniques will be used to analyze the data. These include measures of central tendency, standard deviation, ...d coefficient of variation. Data will be presented in the form of narratives, tables and pie charts. Open ended questions will be batched and coded in order to obtain similar patterns.
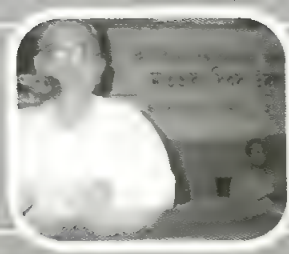
problem is to ask what policy options are to be implemented to raise more financial resources for the expansion of education and to reallocate public resources in order to achieve both efficiency and equity.

However, in the allocation of public resources, not only efficiency but also equity has to be taken into consideration. Therefore, it is possible that more resources will be reallocated to the activities, which improve equity rather than increase efficiency.

The second dimension of financing is resource mobilization. Traditionally, public universities in most countries have received their main resources through direct budget transfers from the government. But with diminishing public resources, higher education institutions all over the world have looked at alternative sources of income to complement the government resources, You have basically four main categories of alternative revenues: tuition fees, resources from productive activities, donation, and loans.

Non-governmental revenues supplement government revenues by shifting the burden of higher educational costs from the general taxpayer or general citizen to parents and students not only but also to philanthropists and to purchasers of university services. When the Government shifts costs to the students, it must introduce a parallel system of financial assistance in order to maintain accessibility and to provide equity. Following are the five primary vehicles of the supplementation, or shift in cost sharing, or cost incidence:

    a)   The introduction of or substantial increases in, tuition and full or more nearly full-cost fees into higher education sectors hitherto supported primarily or wholly by public revenues.

    b)   The introduction of means tested grants and loans.

    c)   The encouragement of private higher education supported mainly through tuition fees.

    d)   The encouragement of entrepreneurial activities on the part of the faculty and / or the university.

    e)   The encouragement of philanthropy for endowment, for direct operations, and for scholarships to students.

The third dimension of financing is student aid and student loans. Clearly, cost sharing cannot be implemented equitably without targeted scholarship schemes that guarantee necessary financial support to academically qualified poor students and a well-functioning student loan programme to make funds available to all students who wish to borrow for their education. Many countries have introduced loan schemes, which are repaid from subsequent earnings after graduation. A growing number of countries are adopting income-contingent loans systems, in which loan repayments are fixed proportions of a graduate's income. Such systems can be more efficient and equitable than traditional loan schemes, if national income tax and social security authorities have the administrative capacity to handle loan collection.

An alternative to recovering expenses from parents, even with means testing, is to recover them from the student with some form of loans or graduate taxes, to be repaid as the student becomes employable and productive. Although students' loans are found in increasing numbers of countries they are not all equally effective in shifting costs from government (or taxpayers) to the student. The effective recovery of student loans depends on the rate of interest, the repayment period, the rate of recovery (i.e., the prevalence of non-payment, or defaults), and the cost of servicing accounts. Loans systems that are "generally available"

Globalization, Higher Education and the Need for Balanced Perspectives

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Mehrzad Pourjafari, Ph.D. Student,
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The nature of the globalization process

i.   Meaning(s) of the term globalisation

Globalization: Diverse Perspectives

Globalization is a conceptual frame of understanding the contemporary world. Its interpretation and analysis not only depend very largely on beliefs, values and ideologies but also upon the socio-cultural influence, their limitations, direction and the personal perceptual process. It is a school of philosophy, ideology and discipline in its formative stage. The heterogeneous fragments of different ideologies and disciplines are entangled with political, economic, socio-cultural and scientific-technological transformation that is taking place in the contemporary world, which is unparallel in the history of mankind, both in terms of scale and complexity.

David Held identifies three theoretical positions in the literature of globalization-globalism, traditionalism and trasfomationalism. He summarizes the three positions as under:

"Briefly, the globalists argue that we live in an increasingly global age in which states are being subjected to huge economic and political processes of change. These are eroding and fragmenting nation-states and diminishing the power of state managers and personnel. In these circumstances, states are increasingly "decision takers" and not "decision makers" (Behar:4).

Held further subdivides globalists into two. Optimists or positive globalists "point to the benefits of globalization and see the results of globalizing influences as a change to be welcomed. They believe that improvement in the quality of life, rise in living standards, sharing of cultures and greater understanding among nations are the likely positive results". Pessimistic globalists "be contrast see the world as becoming less diverse and more homogeneous". They emphasize the dominance of major economic and political interests particularly in the counties of the north like the US, Western Europe and Japan who are able effectively to resist all pressures for change and can impose their own agenda on the world". According to them there will be erosion of national identities. Sovereignties of nation will be undermined and inequity in the world will increase. They are negative consequences of globalization.

Jomo K.S., et al (2003) focuses on two basic factors about the discourse on globalization, namely, whether it is resistible and whether it is beneficial to all. In his own words "initially portrayed by its proponents-large capital, its powerful state backers and the international financial organizations-as a new and irresistible process beneficial to all, it soon became evident that it was neither new and irresistible nor beneficial to all".

According to him "One strand of thought suggests that the term is simply a neutered version of what used be more pungently, and accurately, referred to as "imperialism" or the "capitalist" world system". Ma authors who subscribe to this view do not necessarily agree amongst themselves and have "differe analyses of what is distinctive about the current phase/ cycle of a process that began with the rise of mode Europe and capitalism". Jin refers to the other strand as "anti-globalizers" who neither believe globalization as anything new nor finds it irresistible nor accepts it as beneficial to all".

Frans J. Schuurman based on his cursory review of a wide range of globalization literature concludes th. there are nine different types of globalization, people are taking about. This taxonomy developed by him extremely useful. Hence let us look at these in his own words:

"A Taxonomy of Glob-talk"

- "A cursory view of the globalization literature produces at least nine different types of glob-talk. The following taxonomy is really a sliding scale with no clearly defined boundaries. Also, most of the globalization authors tend to combine various positions.

- The true globalists (Martin Albrow, Partha Chatterjee, Manuel Castells). Their position is that there are major transformations going on in society, politics, and economy and that thesetransformations are taking place on a global scale.
- The cyberspace globalists (Mike Featherstone). The microchip revolution.
- The neo-liberal globalists (Kenichi Ohmae, Francis Fukuyama, John Naisbitt).   It is the global spread of market logic, liberalism, and democracy.
- The cosmopolitanist / new-age/postmodernist / culturalist globalists (Rajni Kothari, David Korteri, David Held). Here globalization is also a fact but it is primarily cultural in nature. Space and culture are delinked; non-traditional identities are strengthened in the face of a threatening homogenization because of the onslaught of globally diffused information.
- The hybridization globalists (Ulf Hannerz, Arjun Appadurai). These authors interpret globalization as a dialectical process where "the global" meets "the local". This results in an increasingly hybrid praxis.   Culture is becoming increasingly hybrid, and probably always was.
- The neo-Marxist globalists (Ellen Meiksins Wood, William Tabb). Their position is that globalization is a fact and it is capitalism gone global. It is time to get the classical Marxist analytical framework out of the cupboard because if there ever was a time for using scientific Marxism, it is now.
- The historical globalists (Paul Hirst, Grahame Thompson, Deepak Nayyar). Their position is that there is globalization but it is nothing new.   We have seen earlier periods with a tremendous amount of internationalization of money and trade.
- The non-globalists (Michael Mann). They insist that there is no such thing as globalization. At most there is regionalization but even that is nothing new. The whole globalization discourse is one without any ontological foundation.
- The diehard modernists (Ernesto Laclau). Since the Enlightenment modernity spread itself to all corners of the earth, as a truly global process.(Behar:5-8)

Thus various scholars take very different positions on globalization ranging from hardcore globalists to anti-globalists, many of them adopting stands at different points in this continuum and expressing views incorporating more than one or two view-points.
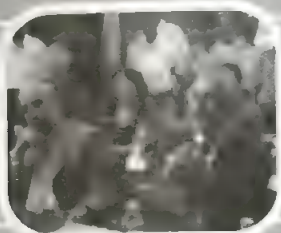
2.   Globalization, the nation state and nature of state intervention in future

Globalization is continuation of a number of developments political, economic, socio-cultural and scientific technological taking place for centuries, if not for millennia. It is characterized by shrinking time and space and greater interaction among nations and people.

The regulated system sought to be established by W.T.O. is definitely undoubtedly a part of human design, while the historical development of globalization is partly designed and partly a result of numerous factors of history, which nobody could have anticipated.

Admittedly the focus should be on the distinction between the formally regulated structured frameworks of globalization led by W.T.O. and the informal and larger phenomena.

It is important to remember the question mark on the W.T.O. and its functioning while discussing the global context of education.

Going one step further even if services are included, whether services like education should also be considered a part of the services to be brought within the orbit of W.T.O. is a matter of serious debate.

Behar argues that while discussing globalization of education within the context of W.T.O. and General Agreement on Trade in Services, it would be useful to keep in mind that whatever creature of globalization is stalking this globe, education is not necessarily its favoured food and if education is being brought within its easy reach for being devoured, it is of our own free will, not on account of compulsion of any inexorable forces beyond our control {Behar: 14)

Indian discourse on Globalization and Education

Behar points that it is both amazing and saddening that much of the discourse in India on globalization particularly in the context of education has been lopsided, partial and half-hearted.... First, a fragmented view of globalization seems to be pervading,

In the second place, there is very little attempt to look at the genesis and the factors propelling and moving "globalization" in certain directions.

...Thirdly, the debate is too focused on how to take advantage of the opportunity particularly in higher education,

.... Such an attitude seems to also forget the stiff competition higher education of developed countries is likely to pose, even in the other developing countries seen as potential market for our institutions.

....Fourthly, this over-emphasis on taking advantage blurs the perspective and the discourse does not touch upon the opportunities and threats of globalization in a balanced manner. Fifthly, the resultant accentuation of inequality and inequity neither gets reflected nor seems to be a matter of concern in the postures of these advocates in India. The opportunities and threats of globalization do not affect all parts of the world or even all roofs in a particular part equally.

....Sixthly, the language of the purveyors of globalization is uncritically accepted and used with appreciating the deeper implications and the conceptual shift the language is unwittingly leading towar Finally, it is not adequately recognized that the whole concept and process of globalization is value lad and has an ideology bias. In the Indian discourse there is no evidence of any desire to articulate our posit concerning acceptance or rejection of such values and the ideology of which they are a part (Behar: 285-7

3.   Education policies from 1947-1975

These were the years of state centric plan development in all walks of life

A crucial role was assigned to education in the scheme of nation building & modernization of the Indi society. The major objectives of Kothari Commission about education and modernization were as follows

i. Awakening of curiosity, the development of proper interests, attitude, values and the building u of such essential skills as independent study and capacity to think and judge for oneself,

ii. Creation of an intelligentsia of adequate size and competence.

According to the Kothari Commission, "the most distinctive feature of a modern society, in contra with a traditional one, is its adoption of a science-based technology". In all fields production has increase spectacularly with the utilization of all modern means, materials and methods. This applied technology h also many other significant effects on and implications for social and cultural life and it involv fundamental, social and cultural changes which are broadly described as "modernisation".

Mohanty argues that the modernization in India involves the following dimensions:
1.   Eradication of mass illiteracy and ignorance.
2.   Need for socio-political awakening.
3.   Abolition of casteism, regionalism, linguism and communalism.
4.   Emphasis on science and technology.
5.   Equalisation of educational opportunities.
6.   Introduction of compulsory primary education.
7.   Development of right attitudes and values.
8.   Expansionofsocialeducation. {Mohanty:55}

Shift from the state centric development to liberalization, privatization and globalization.

The following factors have led to the current shift from state dominant processes of development to the market driven ones.
(A)   (i) The collapse of Soviet Union and the faith in actually existing socialisms;
          (ii) The disillusionment about the Welfare State in Western Europe; particularly in United States;
          (iii) The disillusionment about mixed economy model of development;
(B)   End of cold war and rise of USA as the only hegemonic power in the world.
(C)   The structural adjustment programme and the role played by the World Bank and International Monetary Fund.
(D)   An ongoing revolution in the field of automation, communication and Information Technology.

National Policy on Education, 1986, was drafted and adopted during the period when the World Bank
[b]een advocating the elimination of subsidies for social services. The government took several
[meas]ures and constituted several committees for the implementation of the National Policy on Education
[fo]r gradual withdrawal of subsidy to higher education as dictated by the World Bank.

The World Bank reform package included, inter alia,
(a)   Controlling access to state funded institutions of higher education,
(b)   Creating a favorable environment for private institutions,
(c)   Recovering costs of education from students, {i.e. several fold increase in fees to be
        paid by students)
(d)   Establishment of loans to students who want to continue higher education,
(e)   Giving institutions enough autonomy, and
(f)   Establishment of monitoring, accreditation and evaluation mechanisms to verify their
        performance.

[D]epartment of Economic Affairs, Ministry of Finance, Government of India, issued in May 1997 a
[Discu]ssion Paper on 'Government Subsidies in India'. The Discussion Paper pointed out, "Subsidies are
[justif]ated when the social benefits of a particular service or commodity are greater that the sum of the
[privat]e benefits of the consumers. This difference between the social benefits and the sum of private
[benefi]ts arises due to what the economists call 'externalities'   It is difficult to justify subsidies on items like
[electr]icity, diesel, fertilizers and higher education, since there are normally no significant differences
[betw]een private and social valuation in these areas" [6, Para 1.4]. In the Discussion Paper subsidies were
c[om]puted "as the excess of costs over receipts."

T[aki]ng the same position as that of the World Bank, the Paper stated, "Most subsidies to higher education
a[cc]rue predominantly to the better-off sections of society as they have an overwhelming advantage in
c[om]peting out prospective candidates from the poorer sections in getting admission to courses that are
characterized by scarcity of seats" [6, Para 7.5]. The Paper further clarifies, "A significant portion of
subsidies in higher education is appropriated by the middle to high income groups, because shortages of
seats in this sector are cleared by a quality-based screening in the shape of entrance examination,
interview, group discussions, etc., where the poorer sections of society are easily competed out" [6, Para
8.3].
The Paper distinguished "certain goods and services which, though involving large externalities, fall in a
special category of their own. These are known as public goods, and are characterized by (a) the inability to
exclude anyone from enjoying the benefits of the service, and (b) any one person's consumption of the
service not affecting the consumption of the same by others. In the case of public goods like national
defence, it is difficult to assess the benefits as well as the demand for such services. As a result, normal
market pricing mechanism breaks down completely in such cases. Thus the category of goods and services
that ideally qualify for subsidies should have two important characteristics: (i) they should give rise to
substantial externalities and (ii) it should be possible to price them, even if imperfectly. These are known as
'quasi-public goods' or 'merit goods'. All the remaining social and economic goods/services not falling under
the 'public goods' or merit goods' category are referred to as 'non-merit goods'" [6, Para 2.3]. Merit goods
include, inter alia, "primary education, public health, sewerage and sanitation, many social welfare
schemes, soil and water conservation, agricultural research, flood control, and drainage, roads and
bridges, and various scientific research." The rest are non-merit services which include food, fertilizer and
education beyond elementary level. The Paper said, "Education beyond elementary level also falls outside
the ambit of merit category. Here, benefits of subsidies accrue primarily to the recipients. In contrast,
benefits of providing elementary education spread well beyond the immediate recipients, and hence it is
taken as a merit good' [6, Para 3.3].
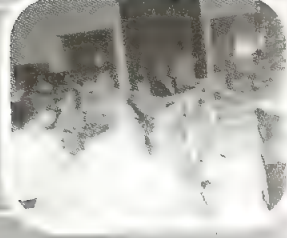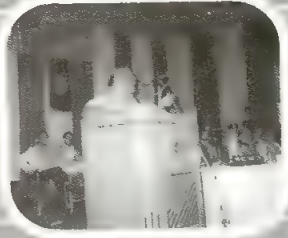
According to the Paper, in 1994-95, "central government subsidies on education amounted to Rs.2,400 crores, constituting 5.6% of the total central subsidies of Rs.43,047.8 crore. The States provided the bulk of the subsidies on education. The inter-sectoral allocation of State subsidies on education between elementary, secondary and university levels indicates that about 50 per cent of the total educational subsidies go for elementary education. The share progressively falls for secondary and university education. The recovery rate as a while in this sector is less than 1 per cent. The recovery rate even in the university sector is as low as 1.25 percent" [6, Pare 6.5].

The Paper pointed out, "Subsidies in non-merit goods and services which are less defensible are more than 5 times those on merit goods, this points towards an unduly large and ill directed subsidy regime" [6, Para 4.1]. Therefore, the subsidies regime should focus on "reducing the overall subsidies" and using them for "well defined economic objectives" and making them of "finite duration" so as to reach the target population "at minimum costs" [6, Paras 1.11 and 8.5]. The Paper further pointed out, the "volume of subsidies is large. If only non-merit subsidies are taken into account, they amount to 10.7 per cent of the GDP, which is composed of 3.8, and 6.9 per cent of GDP, pertaining to Central and State subsidies, respectively, the average all-India recovery rate for non-merit goods/services is just 10.3 per cent, implying a subsidy rate just below 90 per cent" [6, Para 8.1]. Other things being equal, "the reduction in the subsidy rate to 50 per cent would, by itself, shrink the fiscal deficit (of Centre, States and Union Territories combined) from 6.5 per cent of the GDP to less than 2 percent of GDP" [6, Para 8.6].

The Paper concluded that there was an "enormous scope for fiscal correction through a more effective strategy of cost recovery through user charges for non-merit goods/services. There is a clear scope for increasing user charges in areas such as industries, power, transport, irrigation, agriculture and education. It may not be unreasonable to set a target of reducing the subsidy rate for non-merit subsidies from 90 per cent to 50 per cent in three years, with a further goal of reducing it to 25 per cent in another two years" [6, Para 8.7].

STATUS OF HIGHER EDUCATION SINCE INDEPENDENCE

With the growth in the number of universities, colleges, enrolment of students and teachers, it might appear that the higher education system in the country has grown considerably. Actually it has to be seen in terms of proportion of the whole population. According to government sources, the percentage of students in the age group of 17 to 23 years enrolling in higher educations is just about 6 per cent. Ninety four per cent of the youth in this age group has no access to higher education. With the World Bank dictated policies in higher education, the enrolment of students would decrease further and more and more private institutions of higher education would be opened. Instead, there is a need to expand the higher education system so that access to higher education is assured to who are left out.

For the all round development of the country, the higher education system was slowly strengthened after the independence. Expenditure on higher education was gradually increased. The share of higher education in the total expenditure on education increased [12] from 9% in the First-Five-Year Plan (1951-56) to 25% in the Fourth Plan (1969-74). It remained stale at 22% in the Fifth and Sixth Plans. Thereafter, it was drastically reduced and it stood at 8% in the Eighth Plan (1992-97) which is one-half of the Seventh and less than one-third of Fourth Plan.

The decrease in expenditure on higher education is, obviously, due to the World Bank-dictated policies implemented by the government since 1986 when the National Policy in Education was adopted. The economic reforms policies introduced in the beginning of the 1990s further accentuated the problem of funding higher education in India. The consequences of the policy of liberalization, privatization and Globalisation (LPG) are being witnessed today in all the universities and college, which are facing fund crisis. In the last decade, the budgetary outlays for higher education were decreased. The share of higher education in total expenditure on education by the Centre decreased from 32.16% in 1989-90 to 15.7% in 96-97. The corresponding share for all states and union territories taken together also decreased from 74% in 1989-90 to 10.9% in 1996-97.

la B.G. Tilak points out that "adequate public resources have not flowed into higher education even enance of the huge system at the pre-reform level in terms of quantity, quality or equity in higher fact, higher education has been severely neglected in terms not only of resource allocation, by of the pursuit of a coherent policy."

nayya Committee constituted by the UGC in 1992-93 recommended that the universities should their own resources, which should constitute "at least 15% of the total recurring expenditure (Plan and Plan) at the end of the first five years and at least 25% at the end often years." (Para 9.19) ft further ommended: The Universities may initiate measures to rent out their facilities such as auditoria, class ms, computer services, playgrounds, guest houses, hostels, lawns, messes, etc." (Para 9.13). The other chanism of raising resources suggested by the Committee was, in addition to starting short-term courses, sing the tuition fees and other fees, to be paid by the students, keeping in view the rate of inflation. It commended that these fees should be regularly and periodically adjusted to the rise in costs and "the vision of fees must be related in a meaningful manner to the recurring cost of the course is, that the tuition es will be different within an university for different courses of study." (Para 9.8)However, the Committee added, "the income derived form the enhancement of fees may be utilized to augment fellowship and scholarship programmes for ensuring access to weaker sections.

UGC has initiated a programme for the Promotion of Indian Higher Education Abroad (PIHEAD), for which an expert committee of six members has been appointed to recommend a suitable strategy. Eight disciplines, which have a potential for export, have been identified, including business management and entrepreneurship, engineering and technology, computer sciences, health sciences, development studies, etc. more PIHEAD has planned the following programmes to be taken up in the near future:

- Holding Education fairs in selected developing countries with the.help of event management companies for marketing of ongoing courses.
- Short term, non-degree programmes will be designed and study in India programmes for marketing in
- developed countries.
- Designing of promotional materials, such as brouchures, multimedia CDs and a dedicated Website is being designed for PIHEAD.
- Twinning arrangements with Foreign universities will be explored.
- Awareness of international education will be raised among all Indian universities and colleges.
- Universities have been   approached to submit relevant information to UGC and have been urged to participate in PI HEAD.
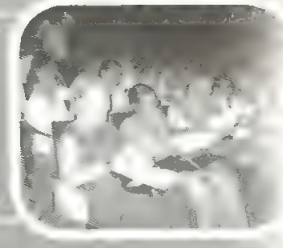
● A reputed management consultancy firm with international exposure will be selected to give a proper direction to marketing higher education abroad.

Some Arguments about Strategies regarding Privatization.

Those who are prone to strategies of privatization offer the following arguments. K.N. Madhsudanan and B. R. Manjunath take the view that Internationalization of higher education provides wider scope and options to the students. The education sector is to be opened up by the countries under W.T.O. In this changing scenario, which includes higher education, it is essential that every institution defines the extent, content and emphasis of its degree courses in clear and unambiguous terms as to establish its equivalence at various stages of progress with the similar courses in the international context. Globalization has a multidimensional impact on the system of education. It has underlined the need for reform in education system with particular reference to the wider utilization of information technology, giving productivity dimension to the educational system and emphasis on research and development. (Madhsudanan :10)

Hugar and others are of the opinion that the higher education in India is becoming market driven. Education for knowledge, sake is a by-gone saying. Education should help in acquiring skills required in securing placements carrying attractive pay package. Hence, the universities need to redefine their commitment to students (parents) in particular and the society in general. The universities should constantly monitor the changing environment and keep themselves updated; design programmes which the market needs, adopt those delivery mechanisms which enable students to acquire the desired skills. The teachers are the key players in the delivery mechanism. They have to come out from their inherent inertia. They have to be lifelong learners. If they cannot learn, they cannot teach. The market itself will punish the teachers who cannot rise up to the occasion. The entire system of higher education has to commit itself to the delightment of its target groups, i.e., the students. The fruition of the existence of universities lies in creating the utmost satisfaction/delight among its various stakeholders. Hence, the adoption of market approach to higher education is the need of the hour (Hugar: 16).

In contrast to the World Bank's prescriptions to the developing countries and our government's policy pronouncements in relation to higher education, the "UNESCO Policy Paper for Change and Development in Higher Education" (1995) is starling. Universities should be consciousness of society, a place where we can have a wider vision of the world. For higher education to the education system as a whole, the UNESCO calls for a "proactive university" which should be "a community fully devoted to the search, creation and dissemination of knowledge and to the progress of science, participating in the development of innovations and technological inventions."

According to UNESCO, "If the university or any other higher education institution is expected to make a significant contribution to change and advancement in society, the State and society in general should perceive higher education less as a burden on the public budget and more as a long-term national investment for enhancing economic competitiveness, cultural development and social cohesion...In conclusion, public support to higher education remains essential to ensure its educational social and institutional mission." (Para 71) Article 14(a) of' World Declaration on Higher Education for the Twenty-first Century: Vision and Action' adopted by the UNESCO World Conference on Higher Education (October 1998, Paris) states: "Public funding of higher education reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance."

thout requirement of co-signatories (thus frequently incurring significant default rates), and that carry low tes of interest and long repayment periods, are able to recover only very small portions of the original nounts lent. Such systems are largely ineffective in shifting significant higher educational cost burden from overnments, or taxpayers, to students.

increasing trend in student loans

le recent years the World Bank has supported student loan projects in several nations. For example, the ld Bank approved a US$5 million Learning and Innovation Credit (LIC) to the Republic of Yemen to port the government's reform of the higher education system. The LIC will be applied towards developing jher education reform strategy aimed at expanding enrolment in non-traditional academic fields and onding to the needs of Yemen's labour market. Yemen's higher education sector experienced a dramatic insion in the last decade, with annual enrolment rate increasing by 16 per cent each year since 1990. f of the enrolment, as many as 88 per cent of students, however, is concentrated in the social sciences arts field. In an effort to develop relevant curricula that would meet the demand for specific skills in the omy, the Government of Yemen decided to undertake a major reorientation of higher education. SHINGTON, June 21, 2002)

In nina, the Bank has supported some 20-education projects since 1981, with a shift in strategic emphasis   urban-based higher education projects in the early years to a more recent emphasis on rural poverty sed basic education projects. Bank assistance through analytical work and lending focuses on supporting ine Government's efforts to ensure adequate financing and increased access to education in poor areas as well as to strengthen education quality in strong parts of the system to prepare students for the knowledge economy. The Bank, in cooperation withDFID, is currently supporting the Basic Education in Western Areas Project, which focuses on education in poor areas. The project is implemented in Sichuan, Yunnan, Guanxi, Ningxia, and Gansu provinces, and approximately 19 percent of the affected children come from minority areas. DFID provides important support for the project, including grant money that is blended to improve the repayment terms of Bank loan funds, experience in designing a highly participatory project preparation approach, and a school-based management model for education development in poor areas.

The Mexican government's long-term goal is to achieve the required increases in the tertiary enrolment rate in addition to improving access. In this context, the Mexican government is very keen to increase demand-side financing that is, financing students rather than institutions, to improve access to higher education, particularly for academically qualified but financially needy students; and to develop more effective and financially sustainable student loan institution.

Student loans can be used in the same manner: set up a loan mechanism for low-income students who want to attend accredited private universities. The special loan scheme is intended to, we believe that they move much more mobility and choices.

Equity of condition

Today, with the information technology industry shrouded in misery, the dot.com frenzy seems long, long ago. The Open University continues to successful by taking an evolutionary rather than a revolutionary approach to technology. The information technology vendor community has done a remarkable job in convincing political leaders that technology is the answer to every educational problem. Sometimes our task is to be unpopular by bringing our politicians down to earth.

There is also a more insidious manifestation of vendor bias of which we must be aware. That is the suppression research reports or evaluative studies if they undermine the thesis that technology improves everything. You have read of the row about pharmaceutical companies that prevent publication of research that they have funded if it casts doubt on the safety of their product. Vendors have funded much of the research and evaluation on the application of information technology in teaching and learning in schools. They have tended to prevent or delay publication of results that suggested technology made no difference or made things worse. We need to remember this when we read the literature. Another form of bias you often encounter in relation to technology is a prejudice in favor of private sector provision over public sector provision.

Let's unpack that. First technology is more than applied science. Non-scientific knowledge, such as crafts, design, tacit knowledge and managerial skills are involved. Second, technology is about practical tasks, whereas science is about understanding. Third - very important - technology always involves people and their social systems. So when you use technology in education, remember that processes, approaches, rules and ways of organizing things are just as important as the devices with colored lights and screens that we call hardware.

With that as our definition of technology I do not need to stress that even when we talk in a more limited way about information and communications technology we should take the broad view. ICTs mean much more than the Internet. Even in the industrialized world, let alone the developing world, only Internet fanatics and vendors claim that the Internet renders obsolete all preceding technologies: books, blackboard, film, radio, television, programmed learning and so on.

This was one of the mistakes made during the dot.com frenzy by start-up companies that assumed students wanted to do all their studying on the net. It turned out that they didn't and the start-ups either went broke o survived by adopting a broader view of what technology-assisted learning meant. Technology always involves people and their social systems. I shall come back in a minute to some of the evidence about what students want and like, but first let's identify my second good B.

This is balance, which should be a particularly congenial principle here in Asia where harmony and equilibrium between the yin and the yang are valued. We must strive for balance on a number of dimensions. Let's look at dimension number one. My title talks about quality teaching and learning. Teaching and learning are opposite sides of the same coin. However, it makes a difference which side of the coin you start on when using technology for instruction. Until recently there have been two distinct traditions in the application of technology in higher education.

...ere is the American tradition, which starts with teaching and attempts to use technology to expand the ...and impact of the teacher. I call this the remote classroom approach to teaching. The idea is to set up a ...k of classrooms and to use technology, usually video by satellite or landline, to take teacher's lesson ...students at the remote sites. The system is interactive, meaning that students can ask questions.

...the great achievements of the Internet has been to end this dichotomy. The American tradition lost out ...e the Internet gave us a new tool to reach the student wherever and whenever. Those of you who work ...eld will remember how, about four years ago, the word 'asynchronous, which had not previously been a ...n word in the educational vocabulary, became as American as apple pie.

...ch for dimension number one. When we use technology are we using it to enhance learning or to ...e teaching? I've made my bias clear. It is both more effective and more cost-effective to concentrate on ...ng access to learning, improving its quality and decreasing its cost. Re-engineering, if you like, the ...angle that defines our challenge as educators with the vectors of access, quality and cost.

...of IT in management is more limited because the cycle of planning, implementation and evaluation ...e essence of management requires repeated human inputs and cannot be automated. However, IT is ...elpful in providing managers with accurate and up-to-date information so that their actions can be fact ...have also found that meetings where all participants have networked laptops are much better than ...ional meetings for identifying and reviewing priorities. Because everyone can input separately in their ow... ...e such meetings are quick and democratic.

Tha... all I shall say explicitly about IT and effective management. For the rest of this lecture I return to the phe... nenon of learning, which is at the heart of our endeavors. I shall argue that getting the right balance or th... ght blend between different elements of learning is the key to both pedagogical and economic success wh... you use technology in teaching and learning.

W... need to invest more in the study of the productivity of online teaching and learning. The aim is to invest teachers' time in designing learning activities that actually increase the productivity of learning for the students. We all know how often enormous resource is devoted to designing a beautiful web application that adds little value for the student. This is another area we must strive for balance, between the effort invested by teachers and the benefit derived by students.

Improved staff development

A human resources manager oversees these central functions: new employee orientation, supervisory training, supervisory coaching, non-technical training, employee development, management development, organizational development, and career development. In some organizations, this manager is also responsible for job analysis, performance evaluation, and some aspects of selection and promotion.

Given the increasing economic globalisation and restructuring in the world political and economic systems, and the requirements for knowledge and information within that system, educational needs (in terms of structure, function, curriculum and approach) at all levels, especially at the tertiary level, have changed. These educational requirements for the workforce of the future are extremely important. However, the systems developed for informal learning, specifically for adult learners to engage in life-long learning, are important as well.

There are significant contrasts between knowledge, education and learning. "Education is generally seen as a formal process of instruction, based on a theory of teaching, to impart formal knowledge (to one or more students)." However, the process of learning can occur, with or without formal institutional education.

"Knowledge accumulation and the accumulation of skills for using ICTs will occur increasingly outside the traditional institutions of formal education. Learning in the workplace, and through collaborations that sometimes span the global and at other times involve tightly nit local communities with similar interests, will become more commonplace."

However, knowledge should not be limited to a select few. As the store of knowledge expands throughout the world, all of the world's people should have as much access as possible. However, the "formal institutions of education that exist today, and even many of these in the planning stages in developing countries, are becoming less relevant to the requirements of emergent 'knowledge societies'." Mansell and Wehn argue that these countries must actively reshape their educational systems in ways that are "consistent with their national priorities." However, these national priorities must now take into consideration the fundamental changes occurring in the underlying structures of the global economy and new strategies for achieving competitive national advantage.

The role of knowledge within the economy is leading to a whole range of new industries and new developments in biotechnology, new materials science, informatics, computer science, etc. Within this new framework for knowledge, education and learning, there are at least ten components that should be included and or enhanced. Each of these components will be explored briefly below.

A focus on abstract concepts

Some of the challenges for knowledge, education and learning in this period will be ability for today's learners to be more familiar and comfortable with abstract concepts and uncertain situations. Much of the academic environment today, presents students with ready-made problems and then asks them to solve them. The reality of the rapid-fire global economy, based on information and knowledge is that problems are rarely that clearly defined. It requires those seeking valuable employment to seek out problems, gather the necessary information, and make decisions and choices based on complex uncertain realities.

Uses a holistic, as opposed to discrete, approach

Much of the education and learning environment today is divided into very rigid academic disciplines, focused on discrete units of research. However, the emerging Information Society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-systems. Thus inter-disciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.

Enhances the student's ability to manipulate symbols

Symbols are highly abstracted manifestations of some concrete form of reality. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms and concepts (such as intellectual property rights), and digital money (in financial systems and accounting concepts). These "symbolic analysts," as Robert Reich calls them, are in high demand.

Enhances the student's ability to acquire and utilize knowledge

In the past, academic practitioners often saw themselves as wise "sages on the stage" delivering data, information, knowledge and wisdom to the eagerly awaiting students, whose minds were empty vessels waiting to be filled. However, if that reality were ever true, the world's store of knowledge is increasing at such a monumental rate, that no single person can hope to adequately convey as comprehensive an understanding of a subject as is possible, or as could be absorbed by most students. The Global Information
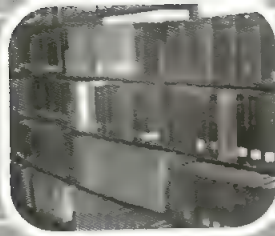
Infrastructure Commission (GIIC), an international, independent, non-governmental private sector organization argues that:

> The globalization of the economy and its concomitant demands on the workforce requires a different education that enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations. The objective of education is no longer simply to convey a body of knowledge, but to teach how to learn, problem-solve and synthesize the old with the new.

There are a range of new technologies and new techniques engendered by the Information Revolution that allow for the production of new knowledge and the dissemination of data, information and knowledge. Some of these technologies include the Internet, World Wide Web, CD-ROM, and printed, audio, video and other electronic media forms. These new technologies allow for academic practitioners to move from being "sages on the stage" into the role of the "guide on the side" and assist students in gaining the skills and abilities required to acquire and utilize knowledge contained in various forms around the world.

Produces an increased quantity of scientifically and technically trained persons

As discussed above, the emerging economy is based on knowledge as a key factor of production, perhaps a factor more important than any other traditional factors of production. The kinds of industries emerging in the age of globalizationsuch as biotechnology, new materials science, human genetics, advanced computing, artificial intelligence, and human/computer interfacesdemand that employees remain highly trained in science and technology. Research and development is a critical component, and many countries are trying to develop National Systems of Innovation (NSIs) that attempt to harness the combined resources of its academic institutions with the research enterprises within the public and private sectors. In these countries, universities will have to quickly adapt to the needs and provide a key component of such national systems.

Blurs the distinction between mental and physical labor

As discussed above, the Fordist-Taylorist development model made strict separations between mental and physical labor. However, the new innovation-mediated paradigm requires a much more holistic approach to the business enterprise and valorizes the intellectual contributions of all employees. In fact, most observers would find it very difficult to make concrete distinctions between many Information Age-oriented manufacturing facilities and computer laboratories.

Encourages students to work in teams

Closely related to the last point, is the need for employees in globalize enterprises to be able to work closely in teams. Working in teams requires students to develop skills in group dynamics, compromise, debate, persuasion, organization, leadership and management skills. Most academic institutions and programmes are set up to do the opposite, to force students to think only of themselves and their own personal development, perhaps with some very limited group work.

Uses virtual teams around the world

Again, closely related to the last point, is the need for enhanced virtual and networked activity. Not only should students learn to work in teams; but also they should learn to work in global networked virtual teams. These global virtual teams are being used increasingly in industry and international organizations for R&D activities. Chris Dede argues that "Computer-supported collaborative learning (CSCL) enhances team performance through tools for communicating each person's ideas, structuring group dialogue and decision making,

recording the rationales for choices, and facilitating collective activities."

Is an agile and flexible system?

As command and control systems disintegrate around the world, academic institutions must become less rigid and more flexible in their attempt to meet the varied needs of learners and the global economy. This includes variety in time, place, approach and curriculum offerings. As new issues and industries emerge within the global economy, academic course offerings should be adapted to reflect these new knowledge, education and learning requirements.

Break the boundaries of space and time

Using advanced information and communications technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid the professor and student in breaking the boundaries of space and time. Synchronous activities can include real-time lectures (featuring audio, presentations, web sites, and even video), quizzes and group discussions; all of which can occur with the instructor being at the same location or even a different location from the learner. Asynchronous activities can include archived lectures (in audio and video), and other archived course material that can be accessed at nearly anytime, anyplace.

To meet the knowledge, education and learning challenges and opportunities of the Information Age, the GIIC argues:

> It is not, however, sufficient anymore to raise the efficiency of the existing systems of education and improve the quality of their components. Even the best of them have served another set of demands for another age. Graduates of these systems, to varying degrees, now find themselves deficient in knowledge as well as cognitive skills that are necessary for the increasingly sophisticated living environment and for the ever-evolving labor market. More importantly, knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge.

To meet these challenges and to reap the benefits of the opportunities presented by globalization, active responses should occur within the public and private sectors at national, regional and international levels.

At a national level, these requirements for knowledge, education and learning should be addressed with policy approaches that: (1) allow as many people as possible to engage in productive healthy forms of employment that enhances their quality of life; and (2) meet the increasing demands of global enterprises operating within the global economy.

Developing countries are behind significantly in the information infrastructure required to generate and disseminate knowledge. One concept that could address these concerns is the emerging vehicle of Multimedia, Multipurpose Community Information Centers (MPCICs or Telecenters). Current research indicates that these centers could serve as effective vehicles for enhancing the knowledge, education and learning opportunities for communities in emerging economies.

Within the private sector, at national levels, there are efforts to strengthen the partnership between the private sector and public sector in the delivery of education and learning. Again, the GIIC argues that there are specific roles for the private sector within this framework, because the educational establishment may not be able to redefine itself sufficiently to meet the requirements of the new information-intensive economy. The Commission sees three critical roles for the private sector in the education sector.

The first recommended role for the private sector is the rethinking of education. The Commission argues that.

"Since its success depends to a large extent on the product of the educational system, the private sector should engage in the rethinking of education to meet the demands of the age of globalization and information by providing, systematically, input into the analytical and decision making processes in areas such as strategic shifts, curricula, restructuring, standards, and evaluation."

Collaboration in training for the new economy is a second role recommended by the GIIC for the private sector in education. This recommendation springs from an assumption that the training within private institutions has the following advantages: (1) employers can train workers quickly and place them into positions; (2) training costs are lower; (3) the technology in these enterprises is usually advanced; (4) quick responses to the needs of the marketplace.

Finally, the GIIC suggests that the provision of educational services is a critical role for the private sector in education. It argues that the public sector will be unable to continue bearing the major financial responsibility for the financing and provision of education.

> With the escalating demands and the diversification of avenues of dissemination of knowledge, governments will not be able to be the sole providers of education. There will be more opportunities for the private sector to provide educational services with a competitive edge based on efficiency, flexibility, management style, and information technology. The obvious domain is at the secondary and tertiary levels as well as in the fields of skill development and upgrading and lifelong learning.

Conclusions

The strategies and methods directed towards support for and reform of higher education are numerous and varied. One essential task is to define, provide and sustain the financial, leadership and management conditions, which are most likely to enhance the future development of teaching, learning, study, research and scholarship. Directions for improving the quality and relevance of academic work fall within this essential task and set criteria for its performance.

Major limiting factors in this process are:
- low and declining levels of traditional sources of finance
- the gap between the capabilities of existing personnel and the numerous challenges they are called upon to meet
- the persistence of rigid structures and procedures which stand in the way of the flexible and creative approaches that are so clearly needed.

Together with the recognition of the urgent need to meet societal expectations and economic requirements, any discussion of management and financing must reiterate the ultimate aim, which is a peaceable, democratic and just civil society, and international order, which provide a beacon for the direction higher education, should take.

Points for Further Reflection in Different Contexts
Governance
- What mechanisms best foster "accountable institutional autonomy"?
- Should the state provide incentives for institutions to achieve specific objectives? How can this best be done?
- How can equitable cost sharing be assured?

- What mechanisms might be effective to improve government/institutional communication?
- How can tertiary institutions provide diversified education and training and, at the same time, remain "research-informed"? (i.e. aware of knowledge creation even if not directly involved therein)
- Based on specific experiences, are universities competitive in relation to other providers in the tertiary sector?

Financing
- How can funding be realistically diversified in contexts of economic instability?
- How can the fundamental missions of teaching, research and community service be protected as private resource increases?
- How can fair and equitable methods be devised to identify and assist needy students?
- What strategies may help ensure that institutions retain well-qualified staff?

Faculty's Core Competencies
The Cornerstone of Academic Edifice

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ABSTRACT

What makes an academic institution great? Undoubtedly, it is the faculty and nothing but the faculty. All others are but peripheral and supportive. If this message were not taken as the writing on the wall, then the policy makers and administrators might make the arena a cesspool rather than a perennial river of knowledge. Where do our universities stand in the international arena of higher education? The massification of higher education and its increasingly market-based orientation across the world has called for ranking. Andrzej Kozminski, Rector of Leon Kozminski Academy of Entrepreneurship and Management (LKAEM), Warsaw, has aptly observed that "Rankings of higher education institutions should reflect the healthy balance between universal global values and local characteristics of cultures, societies, and educational systems. It should be reflected in ranking methodologies leading to international comparisons and stimulating the search of excellence in the international educational space." One of the most cited international ranking is Shanghai Ranking, wherein the universities are evaluated by several indicators like academic or research performance, and staff winning Nobel prizes and field medals, highly cited researchers (The Times Higher Education Supplement, May 2005). Not surprisingly, none of the Indian universities has figured in the first 100 top-ranking institutions. If we look at the criteria, quality of faculty and research output alone account for 80%.

How good are our universities at attracting, motivating, and retaining competent and committed people? "Competence comes as leaders buy (acquire new talent), build (develop existing talent), borrow (access thought leaders through alliances or partnerships), bounce (remove poor performers), and bind (keep the best talent)" (Ulrich and Smallwood, "Capitalizing on Capabilities," HBR, June 2004). What sort of academics we witness in Indian Universities? Are they true intellectual "men with moral courage to speak and write their real thoughts, and to stand by their convictions, even to the very death?" (to quote Ingersoll)

As rightly observed by Jan Figel, EU Commissioner for Education, the challenges confronting the higher educational arena are "Quality, Accessibility, and Compatibility." The public-private partnership should put together resources and forces for achieving the knowledge-based economy or knowledge-based society as pure stakeholders of the intellectual assets. The two-fold key issue before the Indian University Educational System is "Converting Quantity into Quality and Consolidating rather than Proliferating." The governing boards of universities have given berths to more bureaucrats than academics. De-politicization, de-communalization, de-Parochialization have to be embarked upon for saving the sanctification of the Temple of Learning. How to address this key issue effectively is the main focus of this paper.

Role of University Libraries in Efficient Resource Management

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ABSTRACT

This paper will focus on automation, digitisation of University Libraries. Other area, which will be discussed, is resource sharing among University Libraries of developing countries.

World economy is changing fast. This is an era of privatisation and globalisation. World has become global village. Due to fast intervention of Information Technology (IT) society has got victory over time and distance. Information explosion has become buzzword. Quantum of information generated per second is increasing in geometric progression. Information needs has become precise and qualitative. This has to be provided in most efficient and economic manner.

In this changing world scenario University Libraries of developing countries cannot afford to lag behind. Resource sharing plays an important role to make library service efficient. Universities Libraries of Developing countries should tie up and exploit IT and advances in communication technology. Major resources should be digitised and data transfer should be done through internet. This will help in fulfilling the information needs of the University communities in most efficient and economic manner. Libraries should be automated and digitised. This will ultimately result into paperless libraries.

When University Library gets automated the requirement of users can be known in a split of second. All the relevant information can be provided qualitatively and efficiently. Both hard copies and soft copies of information can be given to them. Apart from this duplicities in research and development work can be controlled. More then that, University Libraries of developing countries can share their resources.

Automation and digitisation of University Libraries will improve library administration. Selection of books, procurement, processing, issue and return, availability etc will be just a click away. Librarian sitting in his cabin can monitor all the activities of libraries. Precision in finance and accountancy will increase.

Thus exploitation of IT and communication technology will help in efficient and economic utilisation of resources. Resource sharing with others will fulfil the information needs of University Libraries of developing countries.
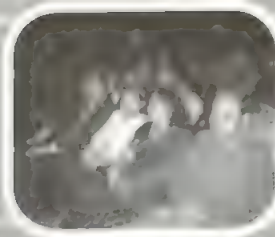
Brain Drain : Impact on Higher Education in India

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ABSTRACT

...ersity education in India started in 1857 with the establishment of Universities of Madras, Calcutta and ...bay. Earlier people went abroad for higher education and for intellectual development. After ...ependence the trend was changed. Many universities were started and larger fund allocation was made to the higher educational sector to raise the educational status of our nation and education became heavily subsidized by the Government, hoping that our economic and social status would enhance. No doubt, the country has been rising in her status. But other unavoidable and unnoticed changes are also occurring due to Modernization, Industrialization, and Globalization. One such is brain-drain. Scientists, Engineers, Academics, Physicians and Computer Experts have been trained with tax payers' amount and scarcely available resources at social cost and they are migrating for their own interest and welfare. It is disheartening to note that these migrants are responsible for affecting the national economy and ...hequers. Of course, there is brain-gain also. But the proportion is meagre.

...sive migration of intellectual, brainy, talented and skilled people from developing countries to developed countries has become day to day affair. Every year the rate is increasing in India. Before 100 years, this movement was primarily from the metropolis to the Colonies. Now it has become Vice versa. Knowledge workers flow from the developing countries to the developed ones. India is no exception from this. Why do ...ted people leave our country? What are the pros and cons of such migration? What policies can be adopted to stem this movement?

This paper has been divided into three sections. Part I describes the history of higher education, financial investment for higher education, , total migrants in this decade, the reason for migrants and impact on higher education. The second part explains the pros and cons of the migration. The third part describes policies, suggestions in a bid to stem the brain drain.
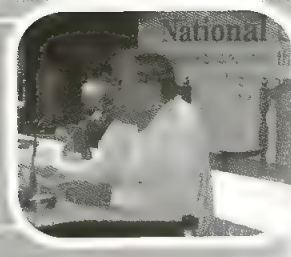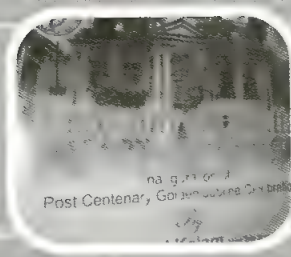
Need for Efficient Management of Non-academic Staff in Indian Universities

Dr. Shakeel Ahmad

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ABSTRACT

Management of universities, particularly in the developing countries like India, has emerged as the key challenge in the 21st century. The effective management of a university essentially depends on efficient management of its staff. Human Resource, recognized as the most important asset by the progressive organizations, is perhaps the most strategic and critical determinant of growth of any organization. It is specially true for service-oriented organizations like universities, where improvements in service have to be made to meet the rising expectations of the society and the country. In the University System, Non-academic staff is the central nerve of an institution which help to conceive the kind of service the institution can render to develop and implement plans needed to achieve the goals and make adjustments between plans and reality.

In the face of diminishing resources, when staff costs have become major component of institutional cost, government's directives with regard to complete freeze on recruitment, ban on creation of posts at all levels, an ad-hoc cut of 10 per cent in the total staff strength and abolition of all vacant posts which have been vacant for more than one year of Non-academic Staff, when the reduction in staff is mandatory; dimensions of privatization and globalization, when the competition and quality have become major concerns of every institution; and implementation of the Right to Information Act, 2005, when the modernization is inevitable, universities have been seriously concerned about improving upon their staff management, i.e., economizing on staff costs, reducing staff strength, computerizing its records and developing its staff suitably to inject new vision and zeal in the administration in order to stimulate the spirit of organizational objectives and effective functioning by adopting various measures in human resource management.

This paper will mainly deal with the issues of planning, working conditions, recruitment and promotion, performance appraisal and development of Non-academic staff in Indian Universities.
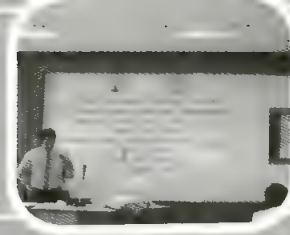
Effective Mobilisation and Utilisation of Resources : A Case Study of Rural Based State University

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B. S. Jha, Co-ordinator, College Development Council
M. Nehal, Development Officer
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ABSTRACT

In the backdrop of globalisation and recent developments in Science & Technology, particularly ICT, open economy, etc. higher education system in the country is confronted with new tasks and fresh challenges of maintaining quality excellence of teaching and meeting growing needs of increasing infrastructural facilities. This is coupled with resource management i.e. mobilisation and utilisation of resources. The funds made available to the State Universities, either from Center / UGC or the State governments, though over the years have substaintially increased, yet are less than adequate in respect of the resources required to meet the new challenges posed before the universities, especially for better human resource development, new teaching methods, new modes of education delivery system and effective aids to research and innovation.

Attempts have been made here to discuss the management of funds available and further mobilisation of the resources taking Lalit Narayan Mithila University as a model which may be of use to other measures / initiatives have also been suggested which may help proper resource mobilisation and management by way of generating sufficient funds and curtailing unacademic expenditure to make Universities able to come up to the expectations of the society.

We, therefore, propose that for successful management of resources a three-pronged strategy involving reduction in financial liabilities, encouragement & promotion to self-financing & innovative academic programmes in emerging areas and restoration of University autonomy must be given necessary impetus. Also, collborative programmes between Universities in sustainable areas, bridging man & technology divide and inter-institutional exchange of human resources as well as pooling of discrete infrastructural facilities should be adopted.

Exploring Alternative Sources of Financing Higher Education

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ABSTRACT

Mode of financing higher education is the central element of higher education policy, which is being formulated against the backdrop of fiscal crunch and increasing dominance of neo-liberal ideology in policy making in the developing nations including that of India. The overall thrust is to recover the public cost of higher education and increased emphasis on better governance of institutions of higher learning so as to release resources for the purpose of reallocation towards lower levels with highest social returns and at the same time explore alternative sources of financing including developing a credit market for education. Higher education is argued to be a private good as benefits accrue to the students in terms of higher future stream of earnings. However, studies indicate that higher education has substantial potential for fostering technological development and it is crucial for building a knowledge society to gain competitive edge in the world economy. Possibly, this is also the most dignified way to achieve socio-economic equity. All this, in fact, entails greater infusion of funds to higher education to improve infrastructure and offer more scholarships. Furthermore, categorizing different streams of higher education like technical and non-technical education as merit and non-merit goods respectively foments further debate. Though, theoretically there is a strong case for public support to higher education and this is indeed corroborated by statistics on public support towards higher education from the developed world, the issue of extent of subsidization has become debatable as it is an important policy question. Some of the options that are being explored world over are deregulation of fees, education vouchers, education loans, income contingent loans, graduate tax, and own resource generation.

This paper attempts to highlight the pros and cons of these alternative sources keeping in mind the crucial role higher education plays in development of a nation. Some preliminary remarks about the sources of financing may be made in this context. There has been an attempt to link fee structure to the cost of education albeit to a limited extent but this attempt has remained largely unsuccessful. There is an emerging trend to practise differential fee structure for different courses as new market oriented courses are being offered at a much higher fees. This aggravates inequity in the society as only the students from the privileged section of the society can afford these courses with bright future. Though the government is encouraging education loans and this is emerging to be a popular way financing higher education, capital market for such loans is inherently imperfect. Notwithstanding recent policy initiatives to overcome these imperfections, cases of discrimination with regard to courses to be pursued (with market oriented courses being given a favourable treatment), and in-built discrimination with regard to socio-economic background and region are coming to the fore. Income contingent loans (ICL) have turned out to be successful in some of the developed countries with success since loans are required to be paid only if income exceeds a certain threshold limit. However, this requires a proactive role to be played by the government instead of the commercial banks. Graduate tax distorts the tax structure and may add to the costs of tax administration nullifying the basic objective of tax reforms. The objective of popularizing education voucher by giving entitlements directly to the students instead of to the institutions is argued to foster competition among the institutions to achieve efficiency (or X-efficiency) as students exercise a greater freedom of choice. Own resource generation through commercial funding of research projects by the universities may lead to the domination of the market over the research agenda. However, this can be overcome through government funding of basic research facilities. So the questions raised in this paper are as follows: how to garner more resources and reduce the extent of

subsidization of higher education, if it is indeed required under the emerging scenario; while designing policy measures, how should we protect the interests of the less privileged section of the society and remove any discrimination which might creep in; how can we overcome the problem of adverse selection and moral hazard in the new emerging scenario as questions arise regarding equity, quality, efficiency and aspects of financing higher education when all four modes of cross border supply of higher education under GATS become fully operational; should we prefer financial support directly to students or to the institutions or an appropriate mix between the two, and should support take the form of outright subsidy or returnable loans.

1 Jones, Phillip.W., (1995), On World Bank Education Financing, Policies and Strategies for Education: a World Bank review, Washington DC, World bank. This is supported by empirical studies carried out by (Psacharopoulos, G and Patrinos H.A. (2004) in Johnes, Gerraint and Johnes, J (ed.) International Handbook on the Economics of Education, Edward Elgar Publishing Limited, UK and USA) who argued that with the inclusion of true public costs of higher education, social rate of return is lower than private rate of return, ignoring thereby full valuation of externalities which would invariably reverse the result.

2 The new growth theories of endogenous variety assign new role to the human capital theory as compared to the first wave human capital theory during the 1960s (Marginson, Steven (1997), 'Subjects and Subjugation: The Economics of Education as Power-Knowledge', Discourse: Studies in the Cultural Politics of Education, 18(2), August, 215-27).

3 Srivastava and Rao (2004) in a book edited by E. Favaro and Ashok Lahiri Fiscal Policies and Sustainable Growth in India, Oxford University Press, Delhi.

4 OECD statistics cited in Gradstein, M., Justman, M., and Meier,V. (2005) The Political Economy of Education: Implications for Growth and Inequality, The MIT Press, Cambridge, England.

5 Greenaway, David and Haynes, Michelle (2004) 'Funding Higher Education', in Johnes, Gerraint and Johnes, J (ed.) International Handbook on the Economics of Education, Edward Elgar Publishing Limited, UK and USA. Tilak, J.B.G. (2004, Public Subsidies in Education in India', EPW, January 24, 2004) deals extensively with the issues of financing in case of India.

6 Hillman, Arye L. (2003) Public Finance and Public Policy: Responsibilities and Limitations of Government, Cambridge University Press, UK.

7 Greenaway, David and Haynes, Michelle (2004).

8 Glennerster, Howard (1991) 'Quasi-markets for Education', The Economic Journal, 101, 1268-76.

Information and Communication Technologies - Application in Higher Education with Special Reference to North-Eastern Regio.

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ABSTRACT

Universities in the country form the pillar of success of higher education and are aimed at advancement of knowledge and learning through teaching and research. These institutions of higher learning require constant support from the government, teachers and students. Besides application of Information and Communication Technologies (ICT) is deployed for ensuring quality higher education for all and promote excellence in the changing information scenario.

- New technologies have potential to change the teaching-learning paradigm in a way that has not been possible before.
- New technologies have a profound impact on the way the research is conducted. Building new knowledge on the basis of existing knowledge and collaboration with peers - both essential part of research are possible with a maze of interconnected computers and huge distributed knowledge repositories sitting in different parts of the world in a manner that was even difficult to think before.
- New technologies have also significantly impacted the governance both at the institutional and the systemic level in the higher education system.

As on date there are a large number of universities (Central, State, Deemed) in India out of which some universities are located in North-Eastern states including Sikkim. The present paper shall discuss the essential resources required by the institutions of higher learning for qualitative delivery of teaching and research and to achieve learning outcomes with special emphasis on ICT applications. These resources/components include:

A. Physical Resources : Physical resources include building, furniture and equipment, laboratories and libraries. In today's age of information, computer and communication infrastructure (ICT) are very much essential for fast communication and competition in the global market.

- **Human Resources** : Human Resources constitute both teaching and non-teaching community, their recruitment and training. Teaching community play an important role to achieve academic standards of the university. Therefore teachers need to be up to date and revise the curriculum and syllabus at periodic interval in imparting knowledge and skills to the learners.
- **Financial Resources** : Regular flow of finance not only maintains standards of higher education but build up a sound university and higher education system in the country.

B. Teaching and Learning in Changing Scenario : The best teaching and learning outcome could be achieved when all the universities follow a uniform and up to date Syllabus and Curriculum which is competitive in the global market. This requires selection and timely recruitment of good teachers, training and development, adequate teaching aids, technological support etc.

C. University Library and Information System : In order to supplement the teaching and learning activities, universities and higher education institutions in the country require an effective and efficient library and information system with up to date multi-media educational resources. University Libraries should develop digital collections which could be easily accessible by students and teaches, there by providing more contents with less cost as well.

D. Creation and Maintenance of University Website : Each and every university should have its own website which not only provides an opportunity to that university fraternity but all others who are interested to know the courses offered by that university, admission policy and it forms an appropriate means of communication among the universities at national and international level.

E. Universities located in North-Eastern and Remote Areas : Government should give special attention to the universities located in north-east, remote/ inaccessible areas specially the young universities in strengthening the higher education system. The Ministry of HRD, University Grants Commission, UGC-Infonet, Information and Library Network, Education and Research Network should make all efforts to strengthen ICT resources and its application in eliminating remoteness and providing access to vast amount on information resources to students, teachers and research scholars. Effective coordination among these three networks will provide opportunities to the learners, teachers and researcher for easy access to the huge electronic recourses, which will save an unnecessary duplication of funds being spent by the universities for the same journals and other electronic educational resources.

The author would like to focus on the present Higher Education System in the Country, use of ICT to access and delivery of Information resources to support higher education, Higher Education in North-Eastern States, ICT application in Nort-Eastern States, UGC Initiatives (UGC Infonet, INFLIBNET, EDUSAT) along with some suggestions to strengthen management of higher education with special reference to NE region to achieve standards of learning outcome, excellence and competitive in the global market.

Resource Management in Higher Education is a Function of Efficienc of Allocation Mechanism and Attitude of Human Forces

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ABSTRACT

While considering the issue of resource management if the universities concentrate on financial resources only, then it will be really a restrictive view and conservative approach to the issue. But to address the issue properly, the material resources in possession and potential human resources employed in the system are some other factors that deserve due consideration.

Principle of resource management

While addressing the issue of resource management the points that are broadly stressed on are the (1) utilization of material resources optimally, (2) employment of human resources gainfully and (3) use of financial resources fruitfully.. Beyond the utilization aspect, the other finer aspect of resource management are:(a) mode of procurement and creation of material resources;(b)security of resources against pilferage, theft and loss; (c)up-keeping and maintenance of physical resources and most importantly, prioritization of resource allocation. The most challenging task before the management and administrators with regard to resource management is the selection of priority in allocation of scarce resources.
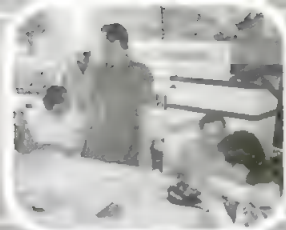
Use of resources

It is not only the lack of resources. How we utilize the resources - physical human and financial -is important indeed. The researcher finds that the universities are blessed with resources in such plenty that it need not be cash trapped, if only the people know how to husband their other resources in financial resources.

(a)Physical Resources:

Thus, efficient and optimal use of physical resources largely depends on attitudinal change and change in mind-set of the authority, employees and funding agencies. Besides, setting of norms with regard to utilization of space and laboratory facilities developed through the grant provided by different funding agencies., rescheduling of working hours, free hand in using the university land acquisitioned for them by the government are some points equally important to ensure the extent use of physical resources As a matter of fact, in certain cases our rules, terms and condition are so formulated and regulations are so designed as to prevent intensive use of physical facilities .So it is important that there must not be any built-in obstacle, procedural, financial or legal obligations to prevent intensive use of physical resources How we utilize the resources - physical human and financial -is important indeed. The researcher find that the universities are blessed with resources in such plenty that it need not be cash trapped, if only the people know how to husband their other resources in financial resources.

(b) Financial Resources:

In the wake of unsound financial position while the universities must concentrate on mobilization of resources, the other issues of financial management that should get due care and importance are optimal and efficient utilization of resources, abandoning the redundancies and safeguarding the university fund against injudicious spending, wastage, misuse or misappropriation. Hence there should be planning for

resource mobilization on one hand and better management of expenditure through need based allocation of resources on the other.

The financial position of the universities are getting unsound due to shrinking resource base. The university management must be interested in the long tern stability and capacity to absorb financial reverses and maintaining the standard of education even in the period of deficit. This can be achieved by creating sufficient 'Reserve ' and increasing the revenue earning at a rate comparable to the combined effects of inflation, programs need and requirement for maintaining the existing facilities. For which, revenues should be diversified by sources. Over dependence on government appropriation or student fees or any single sources of income does not satisfy the principle of management of finance.

(c) Human Resource:

Lack of human resource planning has increased the expenditure on staffing significantly. No self-imposed norms as to student-teacher and teaching to non-teaching ratio had been followed by the authority at any point of time. It has increased the cost of administration rather than basic function of the universities. Rightsizing of staff is the core issue of the present day. Moreover, there should be provision in the service rules for redeployment of staff for fruitful utilization of human resources.

Conclutions

The optimal use of resources and indeed, the efficiency of the system largely depend on the authority of resource allocation and the efficient working of the human forces as well. The universities are in dire need of a set of honest men who will have the interest of the university before them and will be transparent in handling of university matters. There is often an incongruousness between the goals of an institution and those of its members. This crucial position necessitates decentralization in administration and management. A decentralized flat structure helps realizing individual potential. The decentralized administration favouring responsive and participatory management tempered with an element of authority and operational flexibility may only help the institution in using the resources optimally and fruitfully. But at the same time it need be ensured that authority must not go without accountability.. In brief, accountability that are to be ensured with regard to operation of university finance may be summarized as under:-

(i) **Fiscal accountability** - which includes fiscal integrity, full disclosure and compliance with applicable rules, laws and regulations;

(ii) **Managerial accountability** - which is concerned with efficiency and economy in the use of university resources physical, financial and human; and

(iii) **Programme accountability** - which is concerned with whether university academic programmes and administrative activities are achieving the objectives established for them with due regard to both costs and results.

In fact, it is a bargaining process in which individual goals could be traded off to the benefit of the institution. U is a no denying fact that a committed work force can bring a revolutionary change in the institution even within the same financial framework. To develop commitment among employees the management should make effort to create an orientation of pride and enjoyment for the institution.
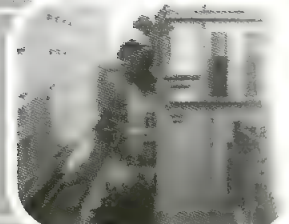
Targeting Dreams : Accessing Higher Education through Student Loans

Dr. Subhamoy Das, Reader
Department of Commerce, University of Kalyani

ABSTRACT

At the outset of this century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. The last half a century will go down in the history of higher education as the period of its most spectacular expansion: student enrolments worldwide has skyrocketed from 13 million in 1960 to more than 100 million in 2005. The flip side is that everywhere higher education is faced with great challenges and difficulties related to financing. So there is greater and greater acknowledgement of the policy that the aspiring students should bear a part of the required finance.

The increasingly accepted policy stance that a portion of the money required for higher education financing is appropriately borne by the student presents the need for ways to allow much or most of this student-borne share of costs to be deferred into the future. Thus, more and more countries are turning to student loan programmes as a way to allow (or require) students to bear a portion of the costs of their higher education. In order to serve the nearly universal policy of expanding higher educational participation as well as to shift some costs to the student, loan programmes are also being designed to be, as nearly as possible, both need-based and generally available - that is, available to academically prepared students without regard to the wealth or credit-worthiness of their parents or to their individual career and earnings prospects.

In this paper an attempt has been made to throw light on the reasons behind the widespread policy interest in student loans, some variants in student loan programmes, and why such programmes succeed or fail. In addition, some of the student loan programmes that are operating in some countries at present have been narrated in brief.

Professional Leadership

in

Higher Education Administration

Professional Leadership: Making Developments Happen

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Philippines

ABSTRACT

Higher Education in the Philippines is being confronted by a lot of issues and challenges ranging from questions of (1) quality and excellence marked by rapid declines in the number of those graduating the course they enrolled in, number of board passers and the number of graduates employed; (2) relevance and responsiveness marked by increasing mismatch between graduates and job demands, unemployment and/ or underemployment, (3) access and equality marked by increasing costs of education narrowing the gate towards higher education with the rich enjoying better quality compared to the poor ones, and (4) efficiency and effectiveness marked by increasing mistrust to education to be the solution to poverty, social ills and crises.

Thus higher education in the Philippines desperately need professional leaders that will guide the academic institutions trek the dark and uncertain path to the future and usher in development despite the multifarious issues and multifaceted challenges.

This paper will focus and detail key leadership styles, strategies, behaviour, direction and initiatives that were effective in surmounting the issues challenges aforementioned. It will highlight the experiences of the Ifugao State College of Agriculture and Forestry (ISCAF) particularly on how professional leadership transform into development outcomes.

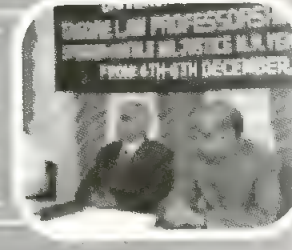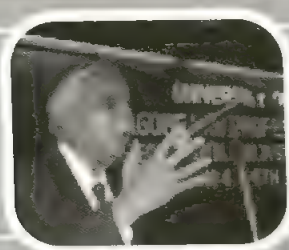**Key words:** Higher education, professional leadership, leadership styles.

An Overview of Student Evaluation of Teachers : Towards Better Professional Leadership

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ABSTRACT

With the emergence of globalization, dilution of boundaries is taking place, creating both interdependence and coexistence on the basis of shared values. The challenges raised by globalization of educational processes means strengthening, preserving and reconciling human resource. However, it is observed that there is a 'positive spurt' in the quantity of higher education with a noticeable 'negative spurt' in the quality of education failing to attract human potentials. The march towards quality education then realizes the importance of purpose that an institution has to endeavour to churn out quality output. Every successful educational enterprise requires optimum utilization of human capabilities available to the system. This especially draws one's attention to today's generation, who should deliver with efficiency and accountability. A teacher has to be sensitized to understand the changing role of education, identification and characteristics of values, their relevance and suitability in the context of liberalization, privatization and globalization (LPG). Who should assess teacher always remains an active issue for debate. Promoting quality of education has been focus of almost every national consultation and committee in India which aptly suggest an introduction of student evaluation of teachers (SET) which still continue to be a bone of contention in many countries. Gradually, a system of relying on student feedback has been emerging in Indian educational institutions. However, there is a need to search for better conceptual understanding, implementation strategies and practices for the process, (i.e., student evaluation of teachers) before making it mandatory. The article provides an overview of findings and researches used to study student evaluation of teachers and examine implications and directions for developing a process for identifying strength and weakness of a teacher. The purpose of the article is to examine methodological issues and abuses in the process; to indicate implications for the use and application of ratings; and to explore directions for developing a student rating instrument. It is realized that the function of SET is to assist a teacher's judgment in determining the best positioning of unit content, the teaching - learning communication processes, and appropriate instructional designs. The process will help to develop a better leadership quality among teachers to run teaching -learning process democratically. Information from student evaluation of teachers necessarily depends on the content of the evaluation items. Because the process has diagnostic values, poorly worded or ill-defined items will not able to measure "teacher effectiveness". As a sensitive instrument gives a platform to raise students' unheard voices, the paradox is that most institutions encounter in the quality of inputs that directly affect the output-feedback-input components in the environment. To create better 'knowledge society', it is required that teacher should act as a leader, making education as a meaningful activity rather than to act as a shepherd leading a herd of pupils towards nowhere. Thus, an evaluation system (i.e., SET) should be designed in the sense of helping teachers to solve their problems through two-way exchange of views.

An Assessment of the Role of Coordinating Bodies as Professional Leaders in Higher Educational Sector in the Developing Countries with Special Reference to India

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ABSTRACT

Scholars like Eric Ashby have argued that in the colonies of imperial countries (as India was of Great Britain) the Universities were a foreign transplant which lacked the essential ingredients that go to make a viable academic community suitable to India's socio-economic needs and governance structures and practices designed to preserve academic autonomy and freedom.

Whether Ashby was correct or not in all details, it is generally accepted that India does not have an academic community in the proper sense of the term although the statistics relating to the institutions, students and teachers are impressive (India has 320 Universities and about 17,000 colleges, 99.54 lakh students and 4.57 lakh teachers as per the latest U.G.C.report).

One would expect heads of institutions like Universities and Colleges i.e., Vice-Chancellors and Principals to be the professional leaders in the education administration. Alternatively, as in the case of the US, where the academic community is tightly organised in disciplines, the leadership could have been assumed by selected heads of Departments of various disciplines where through a process of peer review of academic achievement for measuring which there are recognised procedures, professional leadership emerges. Some scholar have argued that this happened in the US in 1960's and thereafter through what they term as an Academic Revolution.

In India however, leadership in the academia appears to be associated with the academic bureaucracy of the coordinating bodies like the U.G.C. Here again, the U.G.C. in India was a foreign plant modelled on U.G.C. in U.K. on the general principle of having a buffer between the state which provides funds and Universities which receives them. In India, the U.G.C. was given the additional function of co-ordination of higher education development and determination and maintenance of standards.

In fact there are several such coordinating bodies like ICAR for agricultural education, AICTE for Technical education, MCI for medical education, NCTE for teacher education etc. and taken together, they cover the whole academic spectrum.

paper would consider the role of various coordinating bodies in India mentioned above as professional ers of educational administration in India. The paper would examine whether these coordinating bodies been successful in performing the role and if not what the reasons could be. Some of them might have with the political structure of India (Federalism), its cultural dimension (e.g. linguistic articulation of alism), the social factors (e.g. caste and community divides) and also purely administrative factors res of vertical and administrative coordination).

paper would also consider some alternatives which have been suggested, viz., creation of an All India ation Service and what the consequences of such alternatives could be for filling the vacuum of essional leadership in educational administration.

basic argument of the paper would be that it is the Indian academicians, failures to think through the cations of the academic autonomy and intellectual freedom that is at the root of present academic licament in India.

# Professional Leadership In Higher Education Administration

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ABSTRACT

Professionalism is indeed a great virtue, and very rarely found in men and women, particularly in case of the third world countries, where it is a known fact that all the institutions of higher learning were gifts from the European rulers whether the three universities of Calcutta, Delhi and Madras, established by the British, or the Dhaka University in the neighbouring state of Bangladesh. The British founded these institutions for the education of the colonized people, but never thought that the natives would come to the position of leaders. In the past, it was the British rulers who gave leadership to the students and teachers in these universities, so that they may have western education and share the values of Enlightenment. The history of Dhaka University reveals that many teachers were victims in the hands of the Pakistani army, when they tried to give leadership to the Bengali language movement of 1952.

Lord Curzon's educational policy reveals that, in 1902 he appointed a Universities Commission presided over by Sir Thomas Raleigh, Law Member of the Viceroy's Executive Council. Among its members were Syed Husain Bilgrami, Director of Public Instructions in the Hyderabad State, who later became a member of the Council of the Secretary of State, and Sir Gurudas Banerjee, a Judge of the Calcutta High Court and the first Indian Vice-Chancellor of Calcutta University.

The Commission recommended the reorganization of the controlling bodies of the Universities (Senate, Syndicate, Faculties), the imposition of stringent conditions for the recognition of institutions affiliated to the Universities, changes in the courses of study and methods of examination. Taken as a whole, the Commission's Report appeared to the public as a document aiming at complete subordination of the Universities to the Government. A big public meeting in Calcutta recorded the emphatic protest against the recommendations. The Indian National Congress adopted a resolution (1902) opposing the government recommendations but Curzon ignored them.
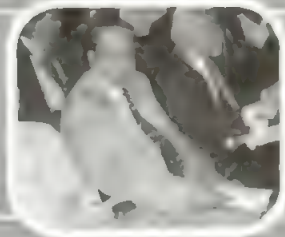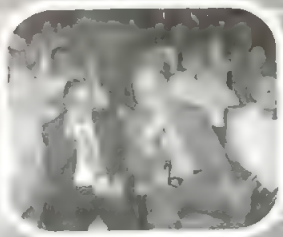
The Indian Universities Act (1904) was passed, mainly on the basis of the Commission's recommendations.

Sir Asutosh Mukherjee initiated a radical change in the character of the Calcutta University, which in later years served as a model for other universities. The valuable discoveries of Sir J.C. Bose, Sir P.C.Ray, Sir C.V. Raman and Dr. Meghnad Saha, and the painstaking as well as fruitful anthropological studies of Roy Bahadur S.C. Roy of Chotanagpur, have earned them a wide reputation. The cause of scientific research in India is being furthered by scientific surveys, like the Zoological Survey of India, and by the activities of the Indian Science Congress, which meets every January. Attention has also been devoted to philosophic studies, through the inspiration of luminaries in the teaching line, like B.N. Seal, Sir S. Radhakrishnan, and others. The Indian Universities have become keenly interested in the study of Political Science, and much useful work on cultural studies has been done by the Indian Institute of Political and Social Science.

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2. Majumdar, Raychaudhuri, Datta: An Advanced Histoy of India (Macmillan)
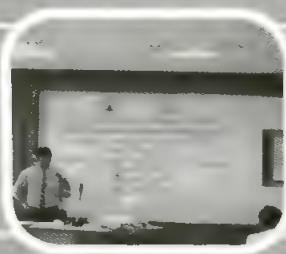
Professional Leadership in Higher Education Administration : A Study in North East India

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ABSTRACT

Leaders today should have ethical values, technical competence and pragmatic skills. Even people look at leadership as whole-soul endeavour. Some still believe in the magical powers of transformational leadership; while some consider it equivalent to scientific management. The discourse on leadership is replete with concepts, theories and dimensions. There arise a number of questions as to why the people follow the leader; what the leadership challenges are in the new millennium; what the nature of ethical leadership is and what type of leadership we have and what we need. And while searching for answers, we come across different view points. People often look to the leaders for direction, guidance and innovative endeavours. Leaders are very often associated with healthy, happy and productive output. An ethical leader enhances job performance, job involvement, commitment and job satisfaction as well as initiatives on the part of the subordinates. In fact, the higher the degree of job involvement of the members of an organization, greater will be its effectiveness. The leader appreciates that job involvement is a function of personality and organizational climate. She/he knows that consensus, accommodation of different view-points and empowerment of the subordinates constitute the core areas. Last but not least, crisis management including prevention, preparedness, response and reconstruction continues to engage the leader every now and then.

Higher education administration both as a sub-system of the socio-political fabric of a nation and a system in its own right, is based upon the philosophy, aims and objectives, plans and strategies at any given point of time. It is primarily concerned with human resource development in the context of the overall socio-economic development in the state in general and intellectual capacity building in particular. The administrators in the higher education system today face a number of challenges that include, among others, resource mobilization, resource management and resource generation; quality education and research; globalization and internationalization in the era of WTO and under the impact of information technology and communication; values and expectations of the students and other stakeholders; problems of social development and social justice; and the issues of engaging with communities in which these institutions of higher learning operate.

The professional leaders managing higher education administration are required to develop a shared understanding of the issues and problems of higher education in general and that of the institution and its stakeholders in particular. They need to develop appropriate techniques of intervention and strategies to arrive at solutions as well as to achieve the desired results. The need of the hour is to evolve consensual, cooperative and synergy-based leadership.

North East India is a unique geo-political region that houses a large number of ethnic indigenous communities along with wide varieties of flora and fauna. The issues, problems and dimensions of higher education administration in the region call for a special treatment in the light of the peculiarities of the ground reality. In the context of globalization as well as the 'look east' policy of India, the higher education system in the North East can play a very significant role.
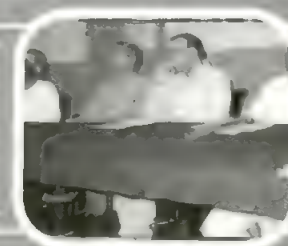
University Administration : Best Practices

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ABSTRACT

In the contemporary society, all stakeholders of higher education are demanding quality services of global benchmarks from the higher education institutions (HEIs), namely, the colleges and universities. The student community now aspire to be empowered and endowed with knowledge, skill sets and competencies to meet the needs of human sources in a fast changing and increasingly global market economy. The HEIs are now mandated to fulfil the urges of the learners and other stakeholders by achieving excellence in every sector of organization, management and governance. This can be achieved if the HEIs are able to adopt suitable strategies to execute the targets as enumerated in their vision documents within a time frame with a mission and a passion to perform better than ever before.

The objectives outlined above will never be attained unless a sound organizational structure managed by a well-coordinated team of teachers, officers and non-teaching staff are put in place. The organization has to promote the right environment for proper processing and optimum output. A quality ambience can only create quality students and deliver desired results as desired by the stakeholders in particular and the society in general. It has to be noted that only an enlightened, innovative, creative and professional batch of administrators can generate the quality ambience. The administrative personnel must be conversant with the imperatives of management in a competitive society in the perspective of unfolding challenges including constraints of resources. To stand out in the fraternity of HEIs as centres for excellence through delivery of high quality services in every aspect of the institution are indeed both a challenge and an opportunity to the university administrators.

The strategies which should be adopted for total quality management (TQM) and provide the best practices of governance in the present scenario will be highlighted in this presentation.

TQM : The Mirror of Good University Governance

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ABSTRACT

Change is the most unchanging characteristic of human civilisation. Since last one and a half decade, particularly the universities of the third world countries have been realising this reality in multidimensional ways. The academic globalisation has made every stakeholder of the university very much rational and quality conscious. In order to be efficient players in this boundary-less academic world, the universities had to adopt a series of managerial techniques of the Business World to manage the paradigm shifts of this changing socio-economic and cultural scenario. Total Quality Management happens to be one of such philosophical strategies that has been adopted to sustain the competitive advantages by continuous quality improvements of the university system.

This study intends to explore application of the TQM proponents in the University governance which propels the birth of a new ethnocentrism in terms of unlocking cultural changes and reengineering cross functional processes that ensures sound administrative stewardship. The word 'governance' can be defined as the distribution of authority and functions amongst different segments of a system, the modes of control among the units and the conduct of relationships between the system or entity and the surrounding environment. TQM offers justification, opportunities and methodologies for continuous search for quality and excellence which the surrounding environment of the university demands. In a market driven economy, customer is the king. The students and other stake holders want the university system more transparent, efficient and at per with best international standards. The gradual withdrawal of Govt. subsidy from higher education forces the students to pay more or in full for higher study and thus they are becoming more conscious to ensure the returns from their investments. Total Quality Management focuses on tools and methods that extract the requirements or demands of the stakeholders and translate these desires into administrative action to find a 'win-win' solution.

TQM happens to be the generic management philosophy which integrates all organisational functions, creates necessary management structure, develops strategies, designs mechanisms to adopt the requirements of changes and ends with assignment of resources. It integrates leadership, respect, trust, commitment, customer satisfaction, continuous improvement, organisation of orientation and training programmes, reward and recognition, teamwork, which altogether makes the system transparent and efficient by providing ample room for continuous improvements. In universities, TQM embraces all sectors from curriculum, examination, research and developmental activities, ensuring adequate human and

ysical facilities to optimal resource allocation and industry-institute partnership. One of the most portant features of the TQM is that it plays an important role in evolution of the modern concepts of nployee empowerment.

?M is a continuous journey and comprises several stages which includes the processes of awareness d self assessment, training and team building, quality planning, implementation process, nprehensive evaluation and continuous improvement of the system. It creates a culture which changes ? vision of the organisation through development of effective leadership. The most effective leadership is nd when power and authority overlaps one another.
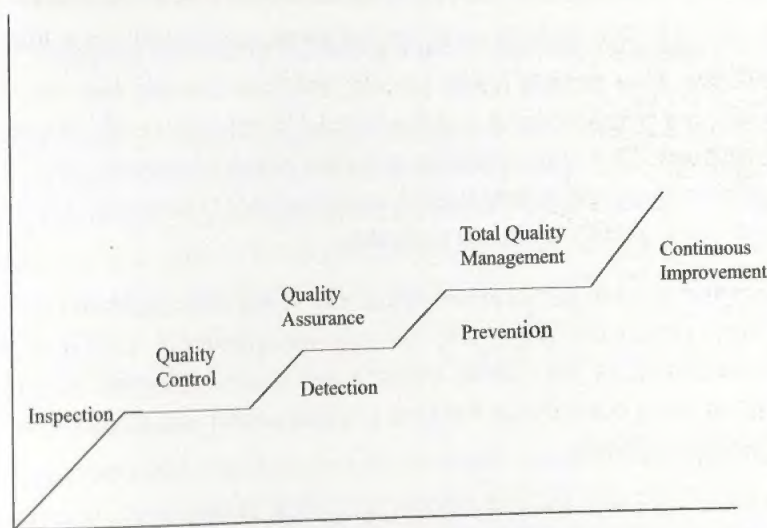
Stages of Total Quality Management
(Source: M. Mukhopadhyay, NIEPA -2001)

In the process of implementing TQM, appearance of resistance is a common phenomenon which happens to be a law of innovation. The conservative attitude, sense of insecurity, fear to failure, closed mindset, lack of motivation, lack of technical competence and last but not least, the lack of soft skill work as treat to the general employees and different layers of the management. This can be tackled through organising proper orientation programme and training some tools for implementation of TQM are Benchmarking, Quality Function Deployment, Concurrent Engineering, Reengineering, Zero Deficit Philosophy, Plan-Do-Check, etc.

As a description of culture, attitude and organisation of the University that strives to provide the stakeholders the best of the industry, the TQM thus becomes the true mirror of University governance while ensuring continuous process of improvement through honesty, shared vision, coordination, patience and commitment.

Problems and Prospects of Higher Education in India

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ABSTRACT

Traditionally higher education was viewed as one that creates and diffuses knowledge, an instrument of personal development, expanding intellectual horizons of the individuals, potential and empowering the individuals to have better quality of life, their interests and instrument of social engineering. It plays an important role in imparting the social, ethical, cultural and political values in the society.

It is long held that higher education institutions have social functions; they possess important social, cultural as well as economic roles; they provide public service; they are different from commercial and business organizations, they produce human capital and their output is not necessarily tangible and above all, they are not for profit institutions. The human capital theorists placed emphasis on the role of education in transformation of human beings into human capital, an instrument of production and economic growth and thereby economic well-being of the people and societies.

Education had been one important sector in which the role of the state had been recognised widely during the immediate post-war period in Europe and the post-independence period in developing countries. However, since the beginning of the 1980s, modern neo-liberal economic reform policies have been unveiled in several developing countries in the form of stabilisation and adjustment reform programmes, associated with IMF and World Bank.

At present, market-promoting policies everywhere pose serious challenges to higher education, including in India. Equity in higher education is no more cared for. The modern economic policies or simply called the market reforms that aim of making higher education institutions responsive to market forces do not distinguish between education and any commercial product.

As regards higher education, India started almost on blank state after independence, although there were a few institutions catering almost exclusively to the elite. Since 1947, the spread of higher education was significant and also there had been some democratisation of higher education after four decades as close to 1/3rd of the enrolments were on account of lower socio-economic strata. It should be noted that this progress was almost entirely due to efforts of the state.

The government expenditure on education even during the pre-reform period, tended to be well below the target suggested by Kothari Commission of 1968 which places the target of 6 per cent of the country's GDP. Furthermore, since the early 1990s during which neo-liberal reforms have started; India's education system is undergoing significant structural changes, many of which have worrisome implications. As has been experience of almost every country under the sway of neo liberal economic policy, privatisation and normalisation in the provisioning of education at different levels has gathered momentum in India also.

In fact since early 1990s, government's supportive public policies almost invariably are either confined to primary education and literacy programmes or accord very low priority to higher education. Further comparison of trends in per capita expenditure at constant prices (1993-94) on different levels of education reveals that while budgetary support for elementary education has increased over the last decade that on secondary education has stagnated and the same on higher education has declined drastically over 2000-01 to 2002-03.

Compression of public expenditure on higher education has been quite sharp, if we look at the trend in per student expenditure from the early 1990s onwards; at constant (1993-94) prices, the magnitude of decline between 1990-91 and 2001-2002 was almost 25 per cent and such a drastic fall has affected almost every aspect of educational infrastructure. Also, during this period, in conformity with structural adjustment policies government has tried to give a big push to privatisation and a verity of mechanisms to facilitate it have been unleashed, which results in a mush rooming of private colleges and other institutions in higher education category at an accelerate pace in the last coupe of decades. As a result, issues relating to equity are neglected altogether.

In short, the emerging higher education system can be summed up as a transformation of academic institutions into "entrepreneurial universities" and "commercial institutions", the single most important objective of which seems to be mobilization of more and more resources. It is not a desirable phenomenon for a democratic socialist country like India.

University of Calcutta: Nobel Laureates


The Nobel Prize in Physiology or Medicine, 1902
"for his work on malaria, by which he has shown how it enters the organism and thereby has laid the foundation for successful research on this disease and methods of combating it"
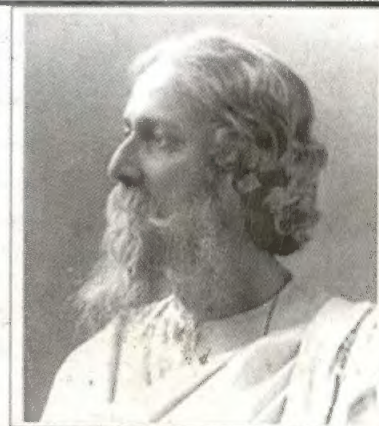
Ronald Ross
b. 1857 (in Almora, India)
d. 1932

The Nobel Prize in Literature, 1913
"because of his profoundly sensitive, fresh and beautiful verse, by which, with consummate skill, he has made his poetic thought, expressed in his own English words, a part of the literature of the West"
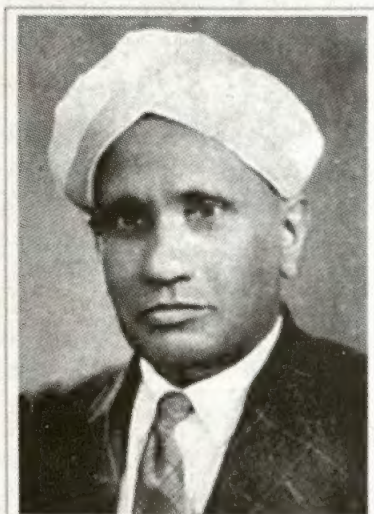
Rabindranath Tagore
b. 1861
d. 1941

The Nobel Prize in Physics, 1930
"for his work on the scattering of light and for the discovery of the effect named after him"
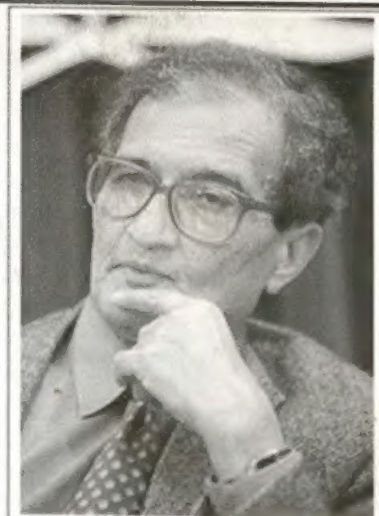
Sir Chandrasekhara Venkata Raman
b. 1888
d. 1970

The Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel, 1998
"for his contributions to welfare economics"

Amartya Sen
b. 1933